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ABSTRACT

A total of 162 elementary school children who were underachieving in reading were selected to participate in a supplementary program that used paperback books to improve reading competency. Exit scores were predicted for each student. The program focused on the following components: encouraging students to read from a wide selection of readily available paperback books; meeting with students to have them informally discuss books they had read and having them respond orally to comprehension questions related to the books; establishing a Reading Is Fundamental program to encourage the development of home libraries; encouraging students to listen to taped stories and discuss comprehension; establishing incentives for students to display reports or illustrations about books they had read; and creating a communication system between parents and teachers to monitor student participation in a home reading program. After participating in the program for one school year, 87% of the students achieved or exceeded their predicted exit scores. An examination of the data indicated that the positive impact of the program resulted in significant annual gains as measured by grade equivalent units on the Metropolitan Reading Achievement Test. Extensive appendixes contain forms, evaluation instruments, and other materials related to the program. (Author/FL)

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USING PAPERBACK BOOKS
IN A SUPPLEMENTARY PROGRAM
TO IMPROVE READING COMPETENCY

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Sheila Leckie

June, 1979

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USING PAPERBACK BOOKS
IN A SUPPLEMENTARY PROGRAM
TO IMPROVE READING COMPETENCY

Sheila Leckie

Submitted in partial fulfillment
of the requirements of the
National Ed. D. Program for
Educational Leaders, Nova University

Individual Report
Henrico Cluster
Submitted: June, 1979

Assistant Principal
Salem Elementary School
Chesterfield County,
Virginia 23832

ABSTRACT

USING PAPERBACK BOOKS IN A SUPPLEMENTARY PROGRAM TO IMPROVE READING COMPETENCY

Leckie, Sheila A., 1979: Individual Practicum Report, Nova University

Descriptors: Elementary School Students, Independent Reading, Paperback Books, Reading Achievement, Reading Improvement, Reading Interests, Student Motivation, Underachievers.

An analysis of standardized test data for students in grades three, four and five at a suburban elementary school in Virginia revealed that a high percentage of students were underachieving in the area of reading. After composing a list of twenty-one possible variables affecting student progress, the writer identified one hundred and sixty-two underachieving students for the program, and predicted individual exit scores for them. A review of the literature and the current reading program led to the assumption that the identified students needed more incentives and opportunities to read more independently in order to reinforce and apply skills taught in the basal program.

The supplementary program focused on the following components: (1) encouraging students to read from a wide selection of readily available paperback books; (2) meeting with students to have them informally discuss books they read and having them respond orally to comprehension questions related to the books; (3)

establishing a "Reading Is Fundamental" program to encourage the development of home libraries; (4) encouraging students to listen to taped stories and discuss comprehension; (5) establishing incentives for students to display reports or illustrations about books they read; and (6) creating a communication system between parents and teachers to monitor student participation in a home-reading program.

After participating in the program from September 1978 to June 1979, eighty-seven percent of the students achieved or exceeded their predicted exit score. An examination of the data indicated that the positive impact of the program resulted in significant annual gains as measured by grade equivalent units on the Metropolitan Reading Achievement Test.

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CHAPTER I

INTRODUCTION

Setting

Salem Elementary School, Chesterfield County, Virginia, was established in 1969. The community served encompasses an area of sixty-five square miles. Although the vastness in distance causes the farthest homes to be approximately twenty miles by road from the school, about 75 percent of the population resides within a five-mile radius of the school. The majority of the students live in a suburban rural setting composed of several new subdivisions. About 25 percent reside in rural areas.

Located within the boundaries of the community are Pocahontas State Park, the County Courthouse complex, the fairgrounds, and the public golf course. The existence of only a few small stores and service stations demands that the residents travel to Petersburg or Richmond to shop for items other than groceries, hardware items, or pharmaceutical needs. The two drug stores and one large grocery store, about eight miles away, stock a limited number of coloring books and a few Golden Press books for the children.

Although Salem is a heterogeneous community with respect to total family income and general education of parents, approximately 10 percent of the students are from families whose total income

is of a level to allow the school to be designated as a Title I target school.

In spite of current standardized test results of pupil ability and achievement, a high percentage of parents aspire to educational levels of college or beyond for their children. This may be slightly unrealistic, but it is indicative of the general support and confidence the parents demonstrate toward the schools of Chesterfield County.

At Salem Elementary School, thirty-nine classroom teachers serve 980 students, K-5. To comply with county policy, students in the primary grades have language arts 2-1/2 hours a day, and elementary students have 2 hours daily. A major portion of this block is assigned to reading. Students are grouped according to instructional need, level of achievement, and pace of learning. Movement from one group to another is permitted to enable teachers to meet instructional needs. Progression from one level of a book to the next is made on the basis of the results from mastery tests supplied by the publishing company and by teacher observation. It is a general school policy that a child should be placed for instruction where he or she can be comfortable academically and socially. This type of grouping provides the greatest opportunity for the success necessary to develop a positive self-image and continuous academic growth.

In addition to the basal reading program, a continuum of reading objectives and criterion referenced tests were developed and implemented throughout Chesterfield County schools four years ago. Progression through the skills is recorded on a Reading

Profile Card (see appendix A). Another important section on the profile card reflects the student's progress through the basal text.

Teachers at Salem submit the reading profile cards monthly. The cards are reviewed by the assistant principal and reading specialist, who record the numbers of students in each group, level by level, class by class on a master school-wide reading chart. This chart serves to keep the administration informed about pertinent data used for placement of new students, reading inventory needs, and overall progress of groups. The administration is aware of the types of students in each group, their past performance, and the general annual expectations for achievement (see Table I for a replica of the fourth grade segment of the Annual Reading Chart posted in assistant principal's office).

TABLE I

SAMPLE SECTION OF SCHOOL READING INSTRUCTIONAL LEVEL CHART

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
L # T	L # T	L # T	L # T	L # T	L # T	L # T	L # T	L # T	L # T
4 ¹ 12 D									
4 ¹ 9 D									
4 ¹ 7 D									
3 ¹ 4 R									
3 ¹ 9 R									
3 ² 15 R									
4 ¹ 9 H									
4 ¹ 9 H									
5 11 H									
3 ² 8 I									
3 ² 11 I									
4 ¹ 9 I									
2 ² 5 W									
3 ¹ 10 W									
3 ¹ 8 W									

L - Basal Text Instructional Level (2² - 5)

- Number of Students in the Group (Total 136)

T - Teacher (Name is written out. Total 5).

General Description of Reading Program Resources

For the past four years, a reading teacher has been employed in each elementary school in the county. This person works as a resource to help other teachers diagnose reading programs and to suggest strategies and materials to aid in the remediation process. The reading teacher works directly with the most severe remedial reading students. As the reading teacher could realistically only work with a limited case load, there are many needy students who cannot benefit directly from her expertise.

Title I Program provides one teacher and three aides who work with small groups of students, K-3, to reinforce basic skill development. Each school in the county has a resource teacher for students with learning disabilities. The school librarian schedules classes on a weekly basis.

Purchased instructional materials, teacher or parent-made materials, and ditto resource files have been classified by specific reading skills and stored for each retrieval in a centrally located resource room.

CHAPTER II

IDENTIFYING THE PROBLEM OR NEED

The Virginia State Department of Education developed Standards of Quality and Objectives for Public Schools in Virginia, 1976-1978, which were enacted by the General Assembly of Virginia.

Standard One dealing with basic learning skills, states, "The General Assembly concludes that one of the fundamental goals of public education must be to enable each student to achieve, to the best of his or her ability, certain basic skills."¹

This same standard is included in Chesterfield County's Six Year Plan as follows: "The school system will identify for remediation primary students (1-3) who are more than 6 months below grade level, or have a disparity of more than 5 percentile points between ability and reading achievement. The school system will identify for remediation upper grade students (4-9) who are more than one year below grade level or have a disparity of more than 5 percentile points between ability and achievement."²

¹Virginia State Department of Education, Standards of Quality and Objectives for Public Schools in Virginia 1974-76 (Richmond, Virginia: State Department of Education, 1974), p. 9.

²Chesterfield County School Board, Six Year Plan (Chesterfield, Virginia: Chesterfield County School Board, 1976), p. 11.

The staff of Salem Church Elementary was pleased to note the average reading achievement of its students compared to national norms, but was concerned with the percentage of students who showed a negative disparity of 5 percentile points or more between STEA (Short Test of Educational Ability) and SRA (Science Research Association) reading test results.

TABLE II
REVIEW OF FOURTH GRADE TEST RESULTS

Year	Average STEA Percentile Rank	Average SRA Reading Percentile Rank	Percentage With Negative Disparity of 5 or More Points Between Ability and Achievement
1973-74	35	50	21.6
1974-75	44	55	32.7
1975-76	44	57	19.7
1976-77	62	65	39.3
1977-78	66	68	36.0

A review of standardized test results for the 1977-78 school year confirmed that students on third grade level were also achieving below expectancy.

TABLE III
REVIEW OF THIRD GRADE TEST RESULTS

Grade	Test	Percentage with Negative Disparity of 5 Percentile Points Between Ability and Achievement
3	Otis/Stanford	38

A review of the School Reading Instructional Level Chart (Table I) revealed that a high percentage of students in September were receiving instruction in the basal program 6 months or below grade level placement.

TABLE IV
REVIEW OF INSTRUCTIONAL LEVEL PLACEMENT

Grade	Total Number	Number Below	Percentage Below	Percentage 6 Months or More Below
3	186	73	39	23
4	158	55	35	20
5	<u>152</u>	<u>57</u>	38	25
	496	185	37	23

The Metropolitan Reading Achievement test results for grades 3-5 revealed that 39.95 percent of the students were reading below grade level placement and 23.4 percent were 6 months or more below. For a more detailed description, see table 5.

TABLE V
METROPOLITAN READING ACHIEVEMENT SCORES - SEPTEMBER, 1978

Grade	Total Number	Percentage Below Placement	Percentage 6 Months Below	Percentage 1 Year Below
3	183	39.89	23.49	7.10
4	157	35.03	20.38	3.82
5	<u>150</u>	38.66	26.6	14.66
	490	37.95	23.4	8.36

Six students in grades 3-5 receiving the services of the L.D. specialist were excluded from the group tests.

The students entering the second grade had successfully completed various levels of the first grade Open Court Reading Program. Although the publisher recommended Reading Is Fun as a first grade reader, only 51 students had completed the suggested 16 lessons. The remainder of the 170 students either began Reading Is Fun or continued on part way through the book. It would appear that a high 70 percent of second grade students were below level, but this may be a reflection of a more difficult basal program. No standardized test data were available for second grade. By teacher observation and comments from teachers the previous year, approximately 60 students could benefit from additional reading services. Nineteen students were identified as needing to move through the basal program at a very slow pace.

A review of observations made in classrooms in grades 3-5 revealed that learning centers were in evidence. Only two of the classes had centers where students could listen to or read stories and discuss what they had read. Centers usually focused on skill drill sheets or decoding skill type games.

After a review of the total reading program and the problem of underachieving students and the positive impact of the 1977-78 pilot supplementary reading program, it was determined that action should be taken to develop a supplementary reading program for all underachieving students in grades 3-5. Various strategies should be developed to meet the needs of the individuals at each grade level.

Parent survey results were reviewed to determine the status of reading materials available to students at home. The 1977-78 school year showed a marked improvement in the percentage of parents who provided home libraries of at least five books per child. In previous years, 42.6 percent had home libraries compared to 95 percent in May, 1978. The parent survey also indicated that 96 percent of the parents supported the continuation of a paperback bookstore at school in spite of the fact that only 65 percent said their child purchased books at school.

In answer to the question, "Do you feel Salem Elementary School should continue its efforts to motivate students to read supplementary materials?," 99 percent of the parents responded "yes."

Parents want the school to provide a wide variety of inexpensive books for their children to be able to purchase or borrow. The majority of parents agreed that a weekly reading time record form would be helpful to them to keep informed about and involved with their children's supplementary reading.

During the implementation of a pilot supplementary reading program (to be described later) the following needs for under-achieving students were pointed out:

- (a) students need encouragement and opportunities to read and share books.

- (b) some students who experience difficulty selecting and reading materials need incentives to select easier materials.

- (c) some students need opportunities to listen to stories and discuss comprehension of what they have heard.

(d) groups of students need access to the same titles at the same time to benefit from discussing interpretations to the same story.

(e) students need to develop the habit of participating in uninterrupted sustained silent reading.

(f) students (particularly reluctant readers) need ready access to a wide selection of reading materials as opposed to weekly visits to the library.

CHAPTER III

OBJECTIVES

Terminal Objective

By participating September 1978 through May 1979 in a supplementary reading program, 162 students in grades 3, 4 and 5 at Salem Church Elementary School will reach or exceed the individual reading goals listed in column 7 ("Predicted Exit Scores") in table 6, as assessed by the Metropolitan Reading Achievement Test. Criterion: Eighty percent of the students treated will achieve the exit scores predicted for them.

TABLE VI

PREDICTED ACHIEVEMENT IN READING, FOR SELECTED STUDENTS IN GRADES 3, 4 AND 5, AT SALEM CHURCH ELEMENTARY SCHOOL FROM SEPTEMBER 1978 - MAY 1979

1 Student Number	2 Grade at Entry	3 Entry Score Gr. Eq.	4 I.Q.	5 Expected Achievement Based on I.Q. Gr. Eq.	6 Variables	7 Modified Expectations: Predicted Exit Gr. Eq.
1	3	1.8	99	2.9	11	2.8
2	3	2.0	114	4.1	15,1,20	3.0
3	3	2.0	96	2.7	1,17	3.0
4	3	2.1	101	3.1	16	3.1
5	3	2.4	103	3.2	15	3.4
6	3	2.4	103	3.2	5	3.3
7	3	2.5	108	3.6	1,16	3.5

TABLE VI (continued)

1 Student Number	2 Grade at Entry	3 Entry Score Gr. Eq.	4 I.Q.	5 Achievement Based on I.Q. Gr. Eq.	6 Variables	7 Modified Expectations: Predicted Exit Gr. Eq.
8	3	2.7	116	4.3	1,10	3.7
9	3	2.4	116	4.3	7,20	3.4
10	3	2.6	105	3.4	1,15	3.6
11	3	2.9	125	5.0	20	4.0
12	3	3.0	116	4.3	19,20	4.1
13	3	3.1	132	5.3	20	4.4
14	3	3.2	136	5.3	20	4.5
15	3	3.2	130	5.3	20	4.5
16	3	3.0	117	4.4	20,17	4.5
17	3	3.6	134	5.3	20	5.0
18	3	2.5	115	4.2	15,17,20	3.7
19	3	1.9	127	5.1	1,8	3.2
20	3	2.1	107	3.6	15	3.1
21	3	2.6	127	5.1	15,20	3.8
22	3	2.4	109	3.7	20,21	3.9
23	3	3.0	114	4.1	19,20	4.1
24	3	3.0	116	4.3	19,20	4.2
25	3	2.2	130	5.3	17,4	3.5
26	3	2.2	116	4.3	10,15	3.3
27	3	2.3	104	3.4	17	3.4
28	3	2.3	109	3.7	15	3.5
29	3	2.4	111	3.9	11,17	3.6
30	3	2.5	114	4.1	10	3.5
31	3	2.3	115	4.2	20,19,1	3.5
32	3	2.4	110	3.8	16,1	3.4
33	3	3.0	121	4.7	19,20,1	4.2
34	3	3.2	125	5.0	20,19,1	4.4
35	3	1.6	102	3.2	16,21,1	2.5
36	3	1.7	118	4.4	1	2.7

TABLE VI (continued)

1 Student Number	2 Grade at Entry	3 Entry Score Gr. Eq.	4 I.Q.	5 Expected Achievement Based on I.Q. Gr. Eq.	6 Variables	7 Modified Expectations: Predicted Exit Gr. Eq.
37	3	1.5	99	2.9	16,1,8	2.4
38	3	1.7	98	2.8	5,13,1	2.6
39	3	2.0	103	3.2	17,12,21,15	2.7
40	3	2.0	97	2.8	9,11,21	2.8
41	3	2.2	100	3.0	10,15	3.1
42	3	2.1	105	3.4	15	3.1
43	3	2.2	100	3.0	1,11	3.1
44	3	2.3	123	4.8	15	3.3
45	3	2.4	102	3.2	1	3.3
46	3	2.2	118	4.4	15	3.2
47	3	2.4	112	4.0	1	3.4
48	3	2.6	111	3.9	15	3.6
49	3	2.4	118	4.4	8,10	3.3
50	3	3.3	119	4.5	19,20	4.4
51	3	2.8	116	4.3	17,20	3.7
52	3	1.4	107	3.6	17	2.3
53	3	1.6	118	4.4	2,17,15	2.4
54	3	2.2	115	4.2	1,17,17	3.0
55	3	2.4	106	3.5	15,16	3.2
56	3	2.1	116	4.3	8,16	3.0
57	3	2.3	110	3.8	17	3.2
58	3	2.4	87	2.0	19,3,9,11	3.3
59	3	2.5	110	3.8	16	3.4
60	3	2.6	108	3.6	15,17	3.5
61	3	3.0	114	4.1	20	4.1
62	3	3.1	126	5.1	20	4.2
63	3	3.2	122	4.8	20	4.4
64	3	3.3	116	4.3	20	4.5

TABLE VI (continued)

1 Student Number	2 Grade at Entry	3 Entry Score Gr. Eq.	4 I.Q.	5 Expected Achievement Based on I.Q. Gr. Eq.	6 Variables	7 Modified Expectations: Predicted Exit Gr. Eq.
65	3	3.0	117	4.4	20	4.2
66	3	3.1	117	4.4	15,20	4.2
67	3	3.2	125	5.0	20,17	4.5
68	3	3.2	117	4.4	20	4.5
69	3	3.3	121	4.7	20	4.7
70	3	3.3	131	5.3	20	4.7
71	3	3.4	123	4.8	20	4.8
72	3	2.5	98	2.9	19	3.7
73	3	2.9	135	5.3	20,17	3.9
74	3	3.2	123	4.8	20	4.4
75	3	3.2	122	4.8	20	4.4
76	3	3.1	112	4.0	20,19	4.5
77	3	3.4	132	6.6	20	4.9
78	4	3.5	105	4.5	15,1	4.6
79	4	3.6	114	5.3	15,16	4.7
80	4	4.2	119	5.7	20	5.5
81	4	4.3	119	5.7	20	5.8
82	4	4.3	122	6.0	20	5.7
83	4	4.2	127	6.4	20	5.5
84	4	2.3	92	3.3	16	3.3
85	4	2.4	100	4.0	1,17	3.4
86	4	2.6	105	4.5	15,1	3.6
87	4	2.9	101	4.1	4,16	3.8
88	4	2.8	109	4.8	1,15	3.7
89	4	3.0	123	6.1	15,20	4.0
90	4	2.6	115	5.4	1,20	3.7
91	4	3.2	103	4.3	1,16	4.1
92	4	3.4	108	4.8	17,1	4.5
93	4	3.4	104	4.4	17	4.4

TABLE VI (continued)

1 Student Number	2 Grade at Entry	3 Entry Score Gr. Eq.	4 I.Q.	5 Expected Achievement Based on I.Q. Gr. Eq.	6 Variables	7 Modified Expectations: Predicted Exit Gr. Eq.
94	4	3.6	109	4.8	15	4.6
95	4	3.7	118	5.7	1,20	4.8
96	4	3.1	100	4.0	8,10	4.0
97	4	2.3	114	5.3	17,16,5	3.4
98	4	3.0	110	4.0	17	4.0
99	4	3.1	97	3.8	16,1	4.0
100	4	2.9	108	4.8	1,19	4.0
101	4	3.2	110	4.9	16,1	4.2
102	4	3.2	113	5.2	20	4.3
103	4	3.5	125	6.2	16,15	4.6
104	4	3.4	106	4.6	12,15	4.4
105	4	3.6	114	5.3	7,20	4.7
106	4	3.6	117	5.7	2,16	4.7
107	4	4.0	115	5.4	20	5.2
108	4	4.0	130	6.6	20	5.3
109	4	1.6	110	4.9	21	2.5
110	4	3.1	108	4.8	3,21,16	3.9
111	4	3.2	110	4.9	15,17	4.1
112	4	3.3	116	5.5	21,17	4.2
113	4	3.4	124	6.1	20,1	4.4
114	4	3.6	107	4.7	20,1	4.7
115	4	3.5	115	5.4	15,20	4.8
116	4	2.4	93	3.4	15,16,11	3.2
117	4	2.5	111	5.0	1	3.4
118	4	3.0	110	4.9	2,16	3.8
119	4	3.2	104	4.4	1,15	4.1
120	4	2.9	109	4.8	3,15,16	3.9
121	4	3.3	101	4.1		4.4
122	4	3.5	117	5.6		4.6

TABLE VI (continued)

1 Student Number	2 Grade at Entry	3 Entry Score Gr. Eq.	4 I.Q.	5 Expected Achievement Based on I.Q. Gr. Eq.	6 Variables	7 Modified Expectations: Predicted Exit Gr. Eq.
123	4	3.6	104	4.4	11,17	4.7
124	4	3.5	118	5.7	2,15	4.5
125	4	4.1	114	5.3	20	5.3
126	4	4.2	113	5.2	10,8	5.3
127	4	3.5	124	6.1	16,17	4.5
128	5	2.6	95	4.5	16,1	3.6
129	5	2.7	104	5.4	17,7	3.7
130	5	2.4	102	5.2	16,18,15	3.4
131	5	3.1	108	5.5	17,5	4.1
132	5	2.8	95	4.5	15	3.9
133	5	3.6	104	5.4	17,16	4.6
134	5	3.8	105	5.5	8,15	4.8
135	5	3.5	95	4.5	17,13	4.5
136	5	3.8	97	4.7	3,15	4.7
137	5	3.0	99	4.9	16	4.1
138	5	4.1	102	5.2	17,1	5.1
139	5	4.4	102	5.2	1	5.3
140	5	3.9	105	5.5	6,15	4.8
141	5	4.2	111	6.1	10,8	5.2
142	5	4.1	107	5.7	1	5.2
143	5	4.5	108	5.8	16	5.5
144	5	4.8	108	5.8	4,14,15	5.7
145	5	4.2	104	5.4	1	5.2
146	5	3.4	107	5.7	17,1	4.4
147	5	4.4	108	5.8	1	5.4
148	5	4.7	113	6.3	10,16	5.7
149	5	4.5	110	6.0	16	5.5
150	5	4.8	119	6.9	20,16	5.8
151	5	5.3	137	7.9	20,15	6.4

TABLE VI (continued)

1 Student Number	2 Grade at Entry	3 Entry Score Gr. Eq.	4 I.Q.	5 Expected Achievement Based on I.Q. Gr. Eq.	6 Variables	7 Modified Expectations: Predicted Exit Gr. Eq.
152	5	4.3	105	5.5	2,3	5.3
153	5	3.1	100	5.0	15,7	4.0
154	5	3.7	100	5.0	1,16	4.5
155	5	2.2	100	5.0	12,8	3.0
156	5	3.4	102	5.2	15	4.4
157	5	3.6	104	5.4	1,16	4.4
158	5	3.3	97	4.7	7	4.3
159	3	3.4	110	6.0	15	4.5
160	5	4.3	119	6.9	3,1	5.3
161	5	4.3	105	5.5	17	5.2
162	5	4.5	115	6.5	10,20	5.5

STANDARDIZED READING ACHIEVEMENT ANNUAL GAIN
 EXPECTANCY ADJUSTMENT DUE TO VARIABLES
 OTHER THAN ASSESSED ABILITY OR GRADE PLACEMENT

1. Slow placed past performance
2. English is a second language
3. Delayed language development
4. Visual problems
5. Previous visual problems
6. Auditory problems
7. Previous auditory problems
8. Traumatic experience
9. Previous traumatic experience
10. Reconstituted family
11. Recent reconstituted family
12. Single parent
13. Recent single parent
14. Physical handicap
15. Frequent moves
16. Stimulation deprivation*
17. Weak adaptive behaviors**
18. Severe weight or height problems
19. Underestimated potential
20. Insufficient instructional exposure grade placement
21. Identified learning disability

* No reading materials
 Limited outside exp.
 Few outside interests

** Overly active
 Poor Peer relations
 Problems with authority figures
 Impatient
 Easily distracted
 Very disorganized

Any single factor or combination of factors may apply to any individual with differing affects on anticipated reading achievement gains.

TABLE KEY

- Column 1. . .To protect the privacy of the individual, a number was assigned in September to each identified underachieving student.
- Column 2. . .The grade in which the student was registered, not necessarily his instructional level.
- Column 3. . .Reading achievement grade equivalent score recorded in September. The third and fourth grade scores were obtained from results on the Metropolitan Reading Achievement Elementary Test Form G. Fifth Grade scores were the results from the Metropolitan Reading Achievement Intermediate Test Form G.
- Column 4. . .Scores from the Otis-Lennon Deviation Intelligence Quotients were recorded. In the event no Otis Lennon score was available, a Slosson I. Q. test was administered and results recorded.
- Column 5. . .Expected achievement was calculated using the Stearn's Expectancy Chart. This chart uses I. Q. and grade placement to yield an expectancy.
- Column 6. . .Recognizing the many variables involved contributing to an individual's academic progress, the expectancy for each student was reviewed, the list of variables considered, and the numbering key is displayed below.
- Column 7. . .The expectation for each child was modified in consideration of the variables and the predicted exit score was recorded in grade equivalents.

Enabling Objectives

1. Given the opportunity to select from a wide variety of paperback books, 75 percent of the identified students will reach their realistic individually established supplementary reading goals as recorded on their Personal Reading Record Card (see appendix B).
2. Given opportunities weekly, the identified students will describe what supplementary materials they have read and answer questions orally about the story. The students' participation will be recorded on the Personal Reading Record Card (see appendix B).
3. Being aware of their child's need to improve reading competency, at least 75 percent of the parents will participate in the Home-Reading Program as evidenced by their weekly Reading Time Record Forms (see appendix C).
4. Given opportunities on a regular basis, 75 percent of the students will participate in listening reading activity centers in the classroom as documented by a teacher questionnaire (see appendix D).

CHAPTER IV

REVIEW OF THE LITERATURE AND RESEARCH TO DEVELOP A STRATEGY

Recognizing a need to develop a supplementary program to improve the competency of underachieving reading students, information related to the problem was gathered from: (1) interviews with staff, parents, and central office support personnel; (2) observations of alternate reading programs in other schools; and (3) a review of the literature. As material was gathered and reviewed, the answer to one question led to other questions. The information gathered was classified under the following topics: (1) Is Reading Important? (2) How Can Students be Encouraged to Read? (3) What Major Paperback Reading Incentive Program is Currently in Operation? (4) How Can a Child's Reading Competency be Determined? (5) How Can a Child's Reading Expectancy be Calculated? (6) What are Some Commonly Used Strategies to Assess the Impact of a Reading Program? and (7) How Can Supplementary Programs be Incorporated into the Established Setting?

Is Reading Important?

Mr. Robert W. Sarnoff, chairman of the board, chief executive officer for the RCA Corporation, expresses this point of view:

. . . Television is helping to swell the ranks of the enlightened and inquisitive people who turn to the printed page in search of added knowledge, diversion, and intellectual satisfaction We owe

it to ourselves and our children to accept and employ all printed and electronic techniques in harmony in order to widen the range of human understanding, experience, and enjoyment.³

James Stewart who has devoted his career to conveying ideas on the screen has said:

. . . Regardless of how successful a film or play may be, the reading experience just cannot be duplicated through any medium. . . As a child, I was first introduced to reading by my parents who, fortunately for me, realized the importance of developing good reading habits in their children.⁴

Children's literature professor and author, Dorothy Strickland, has pointed out that reading has long been recognized as an important educational and social force in the lives of young children. In her report on "The Black Experience in Paperbacks," Strickland has stated that "Books serve to broaden the child's range of experiences, provide him with information and widen his interest."⁵

In spite of all our technological advances, such as compacted speech recordings, reading printed materials is still the fastest and most economical method for information retrieval on an indivi-

³Robert W. Sarnoff, The Reading Teacher, October 1973, inside cover sheet.

⁴James Stewart, The Reading Teacher, December 1975, inside cover sheet.

⁵Dorothy Strickland, "The Black Experience in Paperbacks," New Perspectives on Paperbacks Monograph No. 1, ed. M. Jerry Weiss (Publication of the College Reading Association, 1973), p. 83.

dual basis. It is imperative that we do not cheat our citizens by permitting students to feel complacent about the importance of learning to read and developing good reading habits.

A study of many professional and lay articles confirmed my assumption that educators must strive to motivate students to want to read. Reading is a practical, portable, personal, and private activity that can expand the individual's knowledge of the world about him, near and far.

How Can Students Be Encouraged to Read?

Teachers must give students the time or opportunity to use the skills they have developed. Renowned Harvard Professor, Jerome Bruner, notes: "One of the least discussed ways of carrying a student through a hard unit of materials is to challenge him with a change to exercise his full powers, so that he may discover the pleasure of full and effective functioning."⁶

In his book, Hooked on Books, Fader says, "The first prerequisite of a literacy program is to give the child enough material so that he can find the things that he likes and like the things that he finds." Fader goes on to describe the foolish practice in the early 1900's of trying to force children to eat a well-balanced diet. He suggests an analogy to reading and states, "Infants as young as one year would eat nutritionally balanced meals if they were given a wide variety of foods and

⁶Jerome Bruner, The Process of Education, (New York: Vintage Books, 1960), p. 50.

allowed to choose anything they wanted."⁷ From this Fader conveys the idea that given a wide choice of reading materials, students would select a "well balanced" variety of books.

In his article in Reading Teacher, Garry describes interviews with teachers who recalled their early school reading experience: "They liked to have freedom to choose their own books and time to read them. The personality and attitude of their teachers, librarians, and parents played important roles in developing positive attitudes towards reading. A pleasant environment with positive reinforcement encouraged reading."⁸

"Introduce Children to Books Through Paperbacks" is an article written by Ruth Carr in which she states, "From second grade up, children love paperbacks. They look easier to read than hardbacks. They fit into a pocket and can be read in the lunchroom or on the playground. If lost they can be reordered without tears for great cost."⁹

Dr. Jacobs of Columbia University suggests that the following criteria should be established to encourage children to read: "First, there should be a good supply of very attractive, appealing books close at hand. Second, there must be a wide range of content-information, biography, fiction, poetry; and

⁷D. N. Fader and M. H. Shaevitz, Hooked on Books, (New York: Berkley, 1966), pp. 102-103.

⁸V. V. Garry, "A Pain When You Have To, Enjoyment When You Don't," Reading Teacher, April 1974, p. 704.

⁹Ruth B. Carr, "Introduce Children to Books Through Paperbacks," Instructor, November 1972, p. 60.

within that content, there must also be a range of depth in conceptualization in approach to content and in level of reading difficulty. Thirdly, children need conditions conducive to sustained silent reading."¹⁰

What Major Paperback Reading Incentive Program Is Currently in Operation?

Reading Is Fundamental (R.I.F.) is a national program that was formed in 1966 in Washington, D.C. by Mrs. Margaret McNamara. R.I.F. is designed to "give children a pleasant incentive to read by letting them keep the books as their own."¹¹

How Can a Child's Reading Competency be Determined?

Teachers, administrators, students and parents all share an interest in measuring student achievement in this critical area. Diagnostic tests, criterion referenced tests, and survey tests have been standardized. These can be used with informal observation procedures to give a complete picture of how a child's reading compares with others of the same grade, to assess reading gains, or to determine appropriate instruction to meet the needs of the individual.

From a survey test the teacher can get an indication of whether a class or an individual is below, at, or above the average of the norm group. The comparison is usually made in terms of the percentile rank or grade equivalent score.

¹⁰Leland B. Jacobs, "Grab Me, Read Me, Love Me," Instructor, November 1971, p. 45.

¹¹Margaret McNamara and others, How to Organize an Effective Program, a R.I.F. Handbook, (Allison Park, Penn., Synetics Corp., 1973), preface.

Mac Ginitie, professor at Columbia University and developer of reading tests, has stated that whatever the objectives for teaching reading, "If a child is to become a competent reader, he will need to know a very great deal. It is entirely appropriate that a reading test will really test a child's ability to deal with the materials he must read in school . . . A good reading test will need to include words that are not restricted to a limited artificial highly controlled list."¹²

How Can a Child's Reading Expectancy be Calculated?

Many factors affect a child's reading expectancy. "They (children) differ in mental, physical, social, emotional, attitude, and other education or psychological factors to great importance in beginning reading."¹³

The intelligence quotient can be used as a rough index for computing what is known as the expectancy level. A ten year old with an intelligence quotient of 100 can be expected to read on the level of a ten year old; if he has an intelligence quotient of 80, his expectancy level can be thought of as eight years. Bond and Clymer have devised this formula for obtaining the estimated reading level: number of years in school $\times$ I.Q./100 + 1.0. Using this formula, a pupil with an intelligence quotient of 90, who is beginning his third year of school, would have a reading expectancy of 2.8 ($2 \times 90 + 1.0$) Durkin suggests still another formula for computing what she and some other writers refer to as the reading achievement expectancy, namely: Mental Age (M.A.) - 5.¹⁴

¹²Walter W. Mac Ginitie, "Testing Reading Achievement in Urban Schools," The Reading Teacher, October 1973, p. 17.

¹³Martha Dallmann et al, The Teaching of Reading, (New York: Holt, Rinehart and Winston, Inc., 1974), p. 59.

¹⁴Ibid., p. 400.

The Harris Chart uses a child's age and I.Q. to suggest grade equivalent expectancy for the beginning of each school year. The Stearns Chart uses a child's grade placement and I.Q. to suggest grade equivalent expectancy at the beginning of each school year (see appendix E).

"The use of any of the formulas for computing expectancy level, when other factors are taken into consideration, can help point out to the teacher the differences in learning ability and rate which exist in every classroom"15

What are Some Commonly Used Strategies to Assess the Impact of a Reading Program?

Eldon E. Ekwall, reading center director at the University of Texas states:

Several commonly used methods of measuring pupil progress in remedial programs leave something to be desired. For example, teachers sometimes look at pre-test, post-test results of individual students on group achievement tests. . . . Another method is to examine the learning rates of students prior to versus their learning rate during the program. Because of the unreliability of group test scores for individual students, a teacher should determine the ratio of learning for the entire case load, or all students in the program, rather than for individual students.16

Ekwall describes a relatively easy way to calculate a group's rate of learning expressed in grade equivalent gains.

In summary of their study to test results of 130 elementary school children, grades 2-6, Carpenter, Gray and Galloway state,

¹⁵Ibid., p. 401.

¹⁶Eldon E. Ekwall, "Measuring Gains in Remedial Reading," The Reading Teacher, November 1972, p. 139.

"Residual gain would appear to be more effective than crude gain in measuring reading progress at the elementary level."¹⁷

How Can Supplementary Programs Be Incorporated Into the Established Setting?

While the current library inventory of books at Salem Elementary meets state requirements, an analysis of the check-out cards showed that a relatively small percentage of underachieving students use the library frequently, while others do not take advantage of this service. All too often only the adamant readers take time to browse through the traditional shelves to find a book of their liking.

Most librarians are very efficient individuals who keep a tidy, well-organized library. They are frequently former school teachers who know all about the terms "frustration level," "instructional level" and "independent reading level." The idea that "interests sometimes outweigh readability level" is a concept many librarians find difficult for them."¹⁸ Traditionally, librarians have had a role to help students select a book. Becker reminds us that "he (the student) chooses a book for reasons known only to him and it is important to remember that."¹⁹

¹⁷Teryle W. Carpenter, Gordon W. Gray, Elizabeth B. Galloway, "A Comparison of Individual Reading Gain," The Reading Teacher, January 1974, p. 369.

¹⁸M. A. Tinker and C. M. McCullough, Teaching Elementary Reading, 3rd ed. (New York: Appleton-Century-Crofts, 1968), p. 308.

¹⁹Joseph D. Burrucker and John T. Becker, "Reading Can Be Fun," The Reading Teacher, October 1970, p. 42.

In view of the above statements and other factors involved in this particular school, a strategy was selected that involved students in supplementary reading that did not directly involve the use of the library.

Classroom paperback book libraries were made available to fifteen underachieving students in a pilot program in 1977-78. These readily accessible books had a particular capacity for stimulating children to read. It was felt that reading of these books during uninterrupted sustained silent reading (U.S.S.R.) time in school and the increased home reading were contributing factors to the significant reading gains made by the pilot target group.

During the pilot project in 1977-78, it was noted that if the discrepancy between what a child could read and what he selected to read was reasonable, the experience was pleasurable; if the discrepancy was too great and the material too difficult, the result was frustration; if the material was too easy or too juvenile, the result was boredom.

Some students were content to select titles of interest even if the readability was above their level. They willingly struggled with a difficult book as long as they were spared embarrassment of reading aloud or they could seek assistance, without censure from a peer or volunteer.

Other students were motivated by selecting easy to read books that they prepared and read to kindergarten students.

Reading frustration or boredom level is a very personal thing. It may be observed by a perceptive viewer but cannot be predicted or precalculated using a mathematical formula.

Once students begin to participate in supplementary reading activities, they should continue to have opportunities for free selection of materials but should be encouraged to read for quality rather than quantity, content rather than colorful covers, personal enjoyment and improvement rather than grades. The accomplishment of individually established supplementary reading goals should be rewarding which can lead to further enhancement of subsequent reading development competency.

In 1976 Fader emphasized that, "Despite the time and money invested, many students still don't read, or read poorly,"²⁰ He also felt that parents no longer provide reading models in the home since many prefer to watch television.

During the pilot project, parents were informed through group meetings and written correspondence of ways to provide a home environment conducive to developing better readers. Parents were encouraged to set time aside for sharing books. The similarity of mental processes for listening and reading comprehension was discussed. Parent support for the pilot project was also considered an important contributing factor to the significant reading gains made by the target group.

After a review of the literature and the results of the pilot project, it was decided to implement a supplementary reading program designed to improve the reading competencies of underachieving readers.

²⁰Daniel Fader, "Why Students Still Don't Read," Media and Methods, March 1976, p. 26.

The program would be in addition to the basal reading program. The main focus would be as follows: (1) encourage students to read from a wide selection of paperback books readily available through purchasing, borrowing, or trading; (2) meet with students on a regularly scheduled basis to have them informally discuss books they read and to have them verbally respond to comprehension questions related to the books; (3) establish incentives for students to display reports or illustrations about books they read; (4) create a communication system between the home and school to monitor student participation in the program; (5) continue participation in the R.I.F. program in order to provide students with free books to increase their home libraries; (6) develop techniques for students to listen to stories and share with others.

CHAPTER V

PRACTICUM DESIGN

Having conducted a needs assessment, a review of the literature, and the results of the pilot project in 1977-78 (see abstract appendix F), this project was designed to increase the reading ability of underachieving students in grades three through five. This supplementary program did not replace the present basal reading instruction.

Overview

A basic assumption underlying the program was that underachieving reading students need incentives to read more independently and need opportunities for application and reinforcement of skills taught in the basal program. The program focused on the following components: (1) encouraging students to read from a wide selection of paperback books readily available through purchasing, borrowing, or trading; (2) meeting with students to have them discuss informally books they read and to have them respond verbally to comprehension questions related to the books; (3) establishing a "Reading is Fundamental Program" to encourage the development of home libraries; (4) encouraging students to listen to taped stories and discuss comprehension; (5) establishing incentives for students to display reports or illustrations about books they read; and (6) creating a communi-

cation system between the home and school to monitor student participation in the program.

Student Identification

Metropolitan Reading Achievement tests were administered to all students in grades three, four, and five. The grade equivalents and percentile scores were recorded. Achievement scores were compared to ability level as estimated by the Otis-Lennon Deviation Intelligence Quotient. Students for whom there was no Otis-Lennon score were administered other standardized I.Q. tests. Students who were achieving six months or more below grade placement or who showed a negative disparity of six months or more below expectancy were identified as the target group for the program. The health, home environment, past performance, and adaptive behaviors were reviewed for each student. A list of twenty-one variables affecting reading achievement was compiled (see list on page 19). Individual annual reading gain goals were established and recorded (see pages 12 through 18).

Planning

A committee was formed to assist the writer with the project. Representatives from the P.T.A., teaching staff, students, and the reading specialist worked on the following subcommittees: book selection, book distribution, reading motivational techniques, bookstore operators, and publicity.

The language arts supervisor made valuable suggestions of reading materials to be distributed by the reading specialist. A large number of paperback book libraries and multi copies of paperback books plus books and cassette tapes were made available to the program (see appendix G).

Teachers were encouraged to create reading centers in their rooms that went beyond the workbook assignments or ditto sheets designed to reinforce decoding skills. Attractive, inviting areas were established where children could go on a regular basis to enjoy choosing and reading from a variety of materials.

Personal Reading Record forms were designed by the reading specialist (Mrs. Donaldson). These forms had the same categories as described by the writer but were prepared in a more appealing manner for the younger students (see appendix B).

Approval and Support

The results of the pilot program involving fifteen under-achieving students in supplementary reading activities in 1977-78 were reviewed with the principal and the language arts supervisor. The strategies employed to increase the small group's reading competencies had been successful and approval was given to implement the program with 162 students in grades 3-5 in the 1978-79 school year. The language arts supervisor agreed to provide quantities of paperback libraries and multiple copies of the popular titles requested. A series of Troll Read-Alongs that included stories and cassettes were also made available. Materials contributed to the school became part of the school inventory but could not be used as give-away incentives.

The P.T.A. and school planning council also pledged their support for the program.

Personnel Involved

The program did not involve hiring additional personnel. A newly hired reading specialist agreed to participate in the

program by devoting time weekly to planning and preparing reading centers to be distributed to classes and to implementing motivational strategies each month to help increase and expand students' supplementary reading at home and at school. Teachers agreed to establish a ten-minute period daily for uninterrupted sustained silent reading (U.S.S.R.).

Parent volunteers agreed to assist by working on various committees for the Reading is Fundamental (R.I.F.) program.

As a reading specialist, college teacher of children's literature and currently an administrator at Salem Church Elementary, the writer was qualified to design the program and coordinate staff and parent involvement. The writer worked directly with the target students on a regular basis.

The parents worked to support the program by reinforcing good reading habits and by encouraging home reading on a regular basis.

Reading Is Fundamental

Membership in the national Reading Is Fundamental organization was continued in order to provide the supply of books necessary for such a comprehensive program of recreational reading. Through R.I.F., inexpensive books were purchased from a large number of publishers at various discount prices. This national, nonprofit organization provided monthly newsletters describing book projects throughout the country.

The book selection committee, composed of parents and teachers, met with the writer who provided catalogues, bibliographies, price lists and student wish-lists. Books were

ordered under such general categories as: sports, animals, riddles, crafts, heroes, adventure, mystery, biographies and self-improvements. Books on various reading levels were ordered to meet the needs and interests of all the students. Students were given free books, they earned free books, and the target students were provided with paperback books they could borrow or trade and then return.

Money donated by Mrs. Charles Robb, on behalf of the Lyndon B. Johnson Memorial Fund was used to purchase the books. Two hundred and sixty-two books left over from the pilot project were used as award books for 1978-79 school year. The small profits from the bookstore sales were also donated to the school R.I.F. fund.

Reading Is Fundamental Day

The first major book distribution was held in October. The newly appointed reading specialist worked with the writer and staff members to plan and implement the all day reading event. As the date of the event coincided with Halloween, it was called, "Books, Bats, and Things that Go Bump Day" (a title suggested by a third grade teacher).

Two weeks prior to the event, a staff meeting was held to plan reading centers and establish a schedule for students to rotate from room to room each fifty-minute period. Each teacher acted as a sponsor for a particular center operated in his or her class. All centers focused on activities involving enjoyable reading or employing reading as a useful means of communication. Recipes were read and followed, books read and dramatized, books

read and illustrated. Some activities such as the cooking center were operated by parent volunteers under the direction of the teacher. Paper and pencil activities were avoided with the exception of one center involving creative writing.

Several Reading Is Fundamental book distribution centers were operated by parent volunteers. Each student visited one and chose a book to keep. At that center, each child filled out a postcard listing their favorite book title and their name. The postcard had the question, "What is your favorite book?" and also the school's return address. The postcard was attached to a helium balloon. At 2:30 in the afternoon, all students, grades 3-5, assembled outside to release the balloons simultaneously.

Prior to the R.I.F. day, parents and students were informed about the event. All students and staff were encouraged to come to school that day disguised as their favorite book character and were prepared to answer questions about when, where, and with whom the character lived. The reading teacher prepared a list of easy-to-make costume ideas and distributed it to all students (see appendix H).

Awards were given for the most original costume in each class. A contest was held for students to guess the character portrayed by each staff member.

Mrs. Charles Robb accepted the invitation (see appendix I) to attend the R.I.F. day celebration. She visited all the classrooms and participated actively in the events of the day. The students and staff enjoyed having the opportunity to share books with a dignitary so well versed in children's literature.

Mrs. Robb led in the count-down for the massive balloon release and presented autographed book awards to the costume and contest winners. She expressed a genuine interest in the boys and girls and the supplementary reading program. The writer sent Mrs. Robb a note of thanks and a copy of one of her favorite books she expressed difficulty in finding for her own children's library.

Community organizations were sent letters of thanks for contributing items such as helium (Allied Chemical Corporation) and balloons (Jack-In-The-Box) (see appendix J).

For several weeks after the R.I.F. day, the students received postcards and letters from people up to 300 miles away who had found the R.I.F. balloons. Several students became penpals with children in other school districts who had responded to the question "What is your favorite book?"

The students, staff and parents all agreed the day had been a big success. Staff members completed a brief evaluation questionnaire (see appendix K) and all comments were favorable.

One reminder for the future is to be sure to have extra balloons available to replace ones broken at the last minute. Although extras had been prepared, and several cards were re-attached at release time, six students had to put two cards on one balloon in order to see their message escape to the winds. One parent who had brought a pre-schooler to watch the event permitted her child to gather up any balloons that did not make it away from the school grounds. She was permitted to keep the balloons but the cards were cut free and released later.

Book Look Lunch

A schedule was established (see appendix L) for the reading specialist, librarian, principal, aides, and parent volunteers to visit classrooms during the lunch period. At this time, the students submitted their Personal Reading Record form (see appendix B) and had opportunities to discuss the books they had heard or read that week. As a means of monitoring the program, and for personal pleasure and involvement, the writer participated as frequently as possible in the Book Look Lunch activities.

It is important that the identified underachieving students be aware of their problem and that the rationale behind this supplementary reading program was the assumption that by reading more, the students would show reading gains on tests as well as reap the innumerable benefits afforded them through this important means of communication.

The writer met with the identified students individually to discuss his reading scores as well as strengths and weaknesses as indicated on basal reader mastery tests. Each child worked with his teacher to establish his reading goals for the year.

During book sharing time, literal comprehension questions covered specific facts and sequential order of events in the story. Interpretive comprehension questions relating to main ideas, descriptive phrases, author's purpose, and character traits were discussed orally. Related to critical comprehension, some students were encouraged to select stories to read aloud to younger students or peers. Some were encouraged to dramatize segments or prepare illustrations depicting important events or characters in a story.

Students who had difficulty summarizing a story were asked to view a T.V. program or film. They were asked to retell the story in one complete sentence. In this way the writer expected to help the student develop the ability to state the main idea of a story.

Students who appeared to have difficulty relating incidents of a story in a sequence were involved in prerequisite skills such as arranging pictures or cartoons with no words in proper sequence. The writer attempted to be familiar with the stories selected and read by the students. She summarized three or four events in a jumbled-up fashion, and the students were encouraged to retell the story in proper sequence.

Riddle books are always popular with students in the elementary grades. At book sharing time there was usually a riddle time. When students volunteered to ask a riddle, or chose a student to tell a riddle, they were asked to show the book or give the title of the magazine where they found the riddle.

In one class where students seldom contributed to the school newspaper, they were asked to create a class favorite riddle book to be circulated to other classes. Not more than three riddles could be taken from any one source. This motivated the students to browse through a number of books and back issues of student magazines and newspapers. A parent volunteer typed up the class selections and returned it to the students to be proof-read. They were very proud of their book and enthusiastically presented it to be displayed in the library.

During the Book Look Lunch activities, the writer selected specific identified underachievers who needed additional opportunities

to share books, read stories, or be read to by others.

Students who rarely went to the classroom book corners or offered or shared books were given opportunities to be class book selectors. Every two weeks a brief survey was conducted of the number of students who wanted particular types of books to be placed in the book corner. The book selectors made regular trips to the library to replenish the classroom library. The students initially needed much guidance but eventually they browsed the appropriate shelves and managed to select a good variety of books wanted. Book selectors became one of the most sought after classroom tasks. The book selectors displayed the books and were responsible for keeping the area neat and tidy. These same students were later observed in the library helping their peers find books and this resulted in more individual reading on their part.

The students with narrow-gauge interests sometimes only read on one particular topic or field. Comprehension of self-selected reading was good but they needed motivation to broaden their interests and reading habits.

The language arts supervisors sent out monthly newsletters pertaining to reading progress, in-service workshops, and general suggestions for improving the reading program. They were very supportive of supplementary reading and frequently presented excellent motivation activities to encourage students to read more independently. The Salem staff was very responsive to ideas and teachers were praised by the school administration when they implemented new suggestions. One example was the

development of a "literature wheel". Each student was given a circle divided into sections and labeled fairy tales, myths and legends, science, sports, animal stories, poetry, biography, and history. As a student read a book or major magazine article from one of the categories on the wheel, he recorded the title in its appropriate place and colored in the section. Each student's wheel was displayed on the bulletin board entitled "A Reading Rainbow". This served to motivate students to read various types of books and helped the teacher monitor the interests of her students. The teachers rotated topical classroom libraries frequently as well as having a set of various paperbacks available at all times (see appendix M).

Interest inventories filled out at the beginning and end of the year generally showed that students increased their enjoyment in reading, their types of reading and their book ownership (see appendix N). No definite data were tabulated for the identified students but it was felt that the supplementary reading program was an important factor in broadening the interests and reading abilities of the students.

Junior High School Volunteers

There are always students who can benefit from one to one help or small group interaction related to reading activities. Fifteen pleasant, conscientious junior high students were invited to participate as volunteer helpers (see appendix O). Permission was obtained from their principal and parents to permit these students to leave the junior high at 2:30 dismissal time and walk to the adjoining elementary school to work until 3:10 two days a week.

An orientation meeting was held in September. The program and their tasks were described. Students initially worked to help in the development of learning centers and preparation of the classroom libraries. They were given opportunities to select grade levels and teachers with whom they wished to work. Basic tutoring principles such as confidentiality, a positive attitude, and reliability were discussed.

Schedules were established with teachers and a communication network set up to notify volunteers if an assignment change had to be made or if specific activities should be enacted.

Several of the students worked for the entire school year and were positive influences in stimulating reading skill development. As the year progressed and some of the volunteers became more active in extra curricular events at the Jr. High, their interest dwindled. This was a normal reaction and the students were simply thanked for the services they had provided. Other volunteers, particularly those working with the younger students, asked if they could bring friends to help. In this way the numbers remained fairly constant, but the one-to-one identity was not possible. Consideration in the future might be given to using the volunteers mainly with primary students as a means to expand the program for reading motivation to K-1-2 children.

Book Illustrations

A suggestion from Evelyn Spache's book Reading Activities for Child Involvement stated "Arrange on the bulletin board a

series of bordered sheets of paper. Head each paper with a method of reporting; students share their reports at a time set aside for sharing books. Students sign the sheets, indicating their choices. Change headings often, as students think of different ways to share books. Examples of headings include puppetry, diorama, character analysis, drawing, skits, written report, mural, book jacket."²¹ This idea was implemented in many classrooms.

A school-wide book exhibit was sponsored each month focusing on different techniques to share books (see appendix P). The reading teacher advertised the program and the projects were turned in to her for judging and awards. In January students were encouraged to illustrate a book through puppet characters. Close to 200 puppets were made by children using cloth, socks, bottles, paperbags and marionettes. The local newspaper photographed the winning entries and publicized the project (see appendix Q).

Home Reading Program

Once sufficient books were available, a home-reading program was implemented. Students established personal weekly reading goals. They selected paperbacks from the classroom libraries or hardbacks from the library or other sources. They kept track of the time they spent reading at home each day. On Friday, they returned their reading time record signed by their parents (see

²¹Evelyn B. Spache, Reading Activities for Child Involvement Second Edition, (Boston: Allyn and Bacon, Inc., 1976), p. 207

appendix C). The total number of hours contracted and achieved by each class was turned in weekly to the reading specialist. A school bulletin board displayed the achievements of each class. If the class goal was met, a large balloon was awarded to carry out the theme of the R.I.F. day balloons. Each Friday students anxiously awaited the balloon posting and hoped their class would be recognized with a balloon on the bulletin board display in the library. Of all the students participating in the program, only two were obviously not playing fairly. One fifth grade student turned in a slip of paper signed by her mother that stated an unrealistic number of hours read. Her slip was not added to the total class hours that week. She was told in a private conference that it appeared she turned in the number of minutes and perhaps she could divide the number by sixty. A new contract was negotiated for the child and she agreed, in a pleasant manner, to keep closer track of the time spent reading. A second child wrote her mother's name on the slip. At a personal conference it was explained that the competition goal was to encourage more home reading, not to prompt unfair practices. Although peer pressure was high for every student to return their slip, the amount of time goal varied with different students and generally was well accepted. The idea of tabulating time rather than the number of books read was to encourage students to read different types of books of different lengths. This helped to avoid having students read many short easy books just to say they had read. The students, teachers, and parents had positive remarks about using this approach to encourage students to read at home.

Bookstore

As discussed in the introduction chapter, there is no ready access to inexpensive books within the Salem school district. The community has very few stores and the nearest shopping center is about twenty miles away.

In his book Benjamin: Reading and Beyond, Hawkins stated "I've rejected, out of hand, using the libraries. What Ben needs is books that belong to him. Ownership itself is a great promoter of reading. If it's nominally your book, you want to make it yours completely by reading it. Possession ordinarily predicates usage, and pride of ownership creates a frame of mind that encourages reading. In addition, knowing that a book must be returned to the library in a week or two often makes a slow reader despair of ever finishing it on time."²² Although the writer feels the library service is an important resource and students should be introduced to it at an early age, book ownership is considered an equally important aspect to develop positive attitudes about books and reading. Parents were willing to purchase inexpensive books and many students now subscribe to mail order bookclubs. In order to permit students to browse through books before buying them, a school bookstore was established during the pilot program 1977-78 and enlarged in this school year. Books left over from the Reading is Fundamental (R.I.F.) distribution and additional books were purchased to be

²²Thom Hawkins, Benjamin: Reading and Beyond, (Columbus, Ohio: Charles E. Merrill, 1972), p. 90.

sold at the bookstore daily. Fifth grade students operated the store each morning from 8:30 to 9:10. Any profits made were turned over to the school R.I.F. fund. Sales were continuous throughout the year and were particularly heavy in December. One publisher made available an exceptional book value of 288 Early Childhood Story Books for only \$28.80. These books were made available at cost to the primary teachers to give to their students as Christmas presents. Others were sold to students and sales were brisk. A different publisher made available Little Golden Christmas Best Sellers at a reasonable cost. These books were also very popular and notations were made to double the order next year. The other books from various publishers ranged in cost from \$.25 to \$1.50. No book was priced over \$1.00 and care was given to balance the types of books and the cost.

Limited numbers of adult and adolescent books were purchased to sell at P.T.A. meetings. This is considered a service to the community and the small profits were turned over to the R.I.F. fund. In the future, an attempt should be made to purchase a more select group of books beyond the fiction titles this year. Paperbacks on such topics as child growth and development, parenting and other titles of interest should be made available. The selection and sale of adult books should be turned over to a P.T.A. representative to relieve the assistant principal of this minor but time consuming task.

Comprehension Extension

The writer recognized the importance of the development of

the hierarchy of comprehension skills. Teachers were encouraged to use the suggestions in the Resource Activity Book accompanying the basal reading program. As pointed out by the senior author of the Ginn 360 series, "Teachers are aware that the reading text alone cannot provide the full range of experiences necessary to help pupils become competent in and gain satisfaction from reading. Only through a wide variety of additional reading experiences can children fully develop reading skills and become capable and enthusiastic readers."²³ The Magic Circle Books accompanying the Ginn Program were purchased and used in most classes.

Teachers used many strategies to further interest in reading. They instituted uninterrupted sustained silent reading (U.S.S.R.), read orally to their students and provided incentives for students to read and share their experiences.

The actions and emotions displayed by book characters must be understood if the reader is to bring meaning to the selection. Students first had opportunities to verbalize their own feelings and emotions they experienced first hand. They identified such emotions as anger, confusion, sadness, happiness, anxiety, fear and love by discussing personal experiences.

As they shared books, they were asked such questions as "How do you think Paul felt as he rode alone through the woods at night to warn the enemy was coming?" "How do you think you would have felt?" "What would you have done if you have been

²³Theodore Clymer, A Guide to the Magic Circle Books For Level 10, (Lexington Massachusetts: Ginn and Company, 1974), p. 4.

Henry trying to get Ribsy home on the crowded bus?" "Why would you react that way?"

When teachers read aloud to the class, they stopped to ask how the characters felt and asked the students to predict what reactions the character might have to a particular situation. Students discussed the emotions of the people involved, they dramatized the feelings portrayed and played games to identify the motives for behaving a certain way.

Several strategies were used to help students recognize the emotional reactions and motives of the characters they read or heard about. Films were occasionally used as vehicles to enhance the interest in books and to motivate the thought processes being developed in the total skill sequence of learning to read. Teachers were encouraged to use films not as babysitters or teacher release time but as constructive teaching tools. As pointed out in the Level E of the Wisconsin Interpretive Reading Resource file, "films can be used to increase children's sensitivity to emotional reactions and motives of characters, particularly if the movie is followed by a discussion." Teachers were supplied with a sample list of films that could be ordered free from the Virginia State Department of Education and used for this purpose (see appendix R).

The film Doughnuts was shown to fifth grade students. The twenty-six minute film dramatizes an episode from the book Homer Price showing the resourcefulness created by a doughnut machine with a mind of its own. After the movie, the students wrote down each of the character's reactions to the situation. After

about fifteen minutes the students discussed why they thought each character behaved the way he did. Multiple copies of the book were made available to the students and many read the entire book and discussed other comedy situations that interested them.

Essential elements of story content must be understood if the story is to be fully appreciated. The humor and pathos in E. B. White's Charlotte's Web is all too frequently ignored in the first reading by a classroom teacher. The story is an old favorite and the book along with the filmstrips and cassettes are used frequently in the primary grades. This year for the first time the book was studied in greater detail by some of the fifth grade students. The traits of the various characters were discussed and compared. The compassion in the animal's conversations made the book a memorable one for many students.

A film such as Cork the Crow was selected that depicted an unfamiliar story. It was first shown without the sound. Students were asked to name the characters, give the setting and plot and discuss their over-all impressions of the story. The film was then shown a second time and their comprehension of the story compared and contrasted to their initial impressions. The character names and actual locations were not usually considered important. It was not to be a guessing game but rather a way to demonstrate the importance of words coupled with other sensory images to gain understanding of the materials presented.

Scholastic Literature Theme Units were used with some of mature fifth grade students. The Frontiers Anthologies included

selections such as *Diary of a Journey West*, *A Mysterious People*, *The Long Voyage*, *the Bride Comes to Yellow Sky*, and *Buffalo Skinners*. The stories tied in well with the fifth grade social studies and stimulated interesting discussions about the place of women in frontier days and what people had to gain or lose when they moved frequently. The students enjoyed reading about the people who accepted so many challenges and the manner in which they responded to crisis situations. Students discussed the stereotypes in western movies contrasted to many of the more factual accounts or stories told from a different point of view, for example, the white settlers or "Mysterious People" as seen through the eyes of a Sioux Indian named Ohiyesa. Many of the stories were so popular with the fifth grade students that some were shared with fourth grade students who were reading on level but were underachieving according to expectancy.

The Sprint Reading Skills Program Books were made available to fourth and fifth grade students. The four major aims of the program were: "(1) to motivate students to read; (2) to build skill in word attack; (3) to build skill in comprehension; (4) to build confidence."²⁴ Aims one and four were the major focus in this project which brought about improved reading skill. Multiple copies of each skill book level A through E were available. Each book contained many stories of different topics written on a low readability level. The students did not have

²⁴Arnold Schapiro, Sprint Reading Skills Program Teaching Guide First Level, (New York: Scholastic Book Services, 1978), p. 5.

to read every story in each level but selected ones of personal interest. Instead of completing the written ditto exercises for each story, they discussed the stories orally in book sharing time. These books were very popular with the more severely disabled readers and were frequently used during the uninterrupted sustained silent reading (U.S.S.R.) periods.

Summary

By the end of May, all students had received free books, read countless paperbacks and magazines and recorded the titles on their Record sheets. The librarian consented to participate in one of the final book-trading days. Students were encouraged to bring in one book they wanted to trade and were given a book coupon. Once all books were in, the librarian arranged the books by various categories and put them on display. Students with coupons went by class to the library to trade their books. The librarian was very pleased with student response and behavior but noticed the selection was limited near the end. Teachers and interested parents donated additional appropriate books so even the last class group of students was pleased with their trade.

The final free-book distribution was conducted by the reading specialist. She scheduled a visit to each class and read or told a story and gave students the opportunity to select a free book.

In order to collect the Personnel Reading Record Sheets, the reading specialist planned a film festival. She carefully selected appropriate films for each grade level and invited several classes at a time to the festival. Entry to the

festival was one completed Record Sheet. Response was excellent.

The children's reading was a richer and happier experience this year as they had opportunities to select materials, set personal goals and helped measure their own progress. Their experiences were successful ones as they were striving to meet their own goals and they felt confident they could achieve them.

End of Year Report

A comparison of Metropolitan Reading Achievement post-test results to the individual goals established for 162 students in grades three, four and five indicated the supplementary reading program was a success.

Students were encouraged by teachers, volunteers and parents to read from a wide selection of paperback books readily available in each class and books from the school and county library. Students bought books, borrowed and traded books throughout the year.

Teachers provided supplementary reading centers and book listening stations in their classes and students were given opportunities to discuss what they had read individually and in groups.

Book illustrations in the forms of clay characters, puppets, drawings, dramatizations, and book reports were added incentives to participate in supplementary reading.

The Reading Is Fundamental program provided free books for all students in grades three, four and five. The students added additional books to their home libraries by purchasing books from

the school bookstore and from mailorders compiled monthly by the teachers. The small R.I.F. lending library of multicopies of books considered as the best of children's literature were read to or by large numbers of students and heightened their interest in reading while broadening their understandings in many areas.

The forty paperback libraries covering topics of history, sports, science, mystery, arts and crafts, animals, humor and biographies were essential to providing a variety of reading materials readily available to the students. The small percentage of books lost over the year was of little consequence and plans were made to reorder the books at very little expense. The support of the language arts supervisors and the school system in general contributed greatly to the success of the program.

The cooperation of the reading specialist, (one moved part way through the year and a new reading teacher was hired) aids, and teachers was an important factor, coupled with parent support and student enthusiasm to bring about the desired improvement in reading by a high percentage of students.

A slide presentation reviewing the year's activities was well received by the students and their families at the May P.T.A. meeting.

A summary of the project was forwarded to the National Reading is Fundamental organization with a copy to Mrs. Charles Robb.

Budget

At the beginning of the 1978-79 school year, the R.I.F. budget had a balance of \$440.14 carried over from the pilot in 1977-78. Books purchased for give-aways, lending libraries and

the bookstore amounted to \$552.57. The sales from the bookstore amounted to \$158.30, leaving a balance of \$45.97. The funds were handled through the school accounts and the books were audited, as usual, at the end of the school year.

Two hundred and sixty-two books were on hand from the previous year and an additional 1,849 books were purchased. Seventy books were kept as part of a permanent R.I.F. lending library. Over 1,530 books were distributed to the student body. Approximately 850 books were sold and the money returned to the R.I.F. fund. Forty-eight books were on hand at the end of the year inventory.

The 1,590 paperback books contributed to the school by the language arts supervisor were paid for out of county funds at a cost of \$.21 per book.

TIME LINE

- June '78 - Reviewed the end of year reading test results for students grades three, four and five
- July - Completed the needs assessment for a reading improvement program
- August - Reviewed the literature and selected strategies
- Discussed the plan of action with immediate supervisors and school planning council. Procured the necessary approvals.
- September - Discussed the program with the junior high school principal to obtain permission for students to participate as volunteers at the elementary school.
- Initiated the program.
- Administered pre-tests to all students.
- Identified the underachievers and established individual reading goals.
- Discussed the program with the newly appointed reading specialist.
- Telephoned selected junior high school students and invited their participation as volunteers.
- Met with the volunteers.
- Obtained paperback book libraries and books for the R.I.F. distribution
- Distributed reading pamphlets to selected parents
- Planned the R.I.F. program.
- October - Distributed paperback book libraries and bookmarks
- Opened the paperback bookstore.
- Scheduled Book Look Lunch.
- Implemented R.I.F. day.
- Evaluated the R.I.F. day.
- Recognized individuals and organizations for their contributions to R.I.F. day.

- November
- Established bulletin board for R.I.F. helium balloon contest responses.
 - Initiated book illustration activities.
 - Encouraged the development of more classroom supplementary reading centers and book sharing activities.
- December
- Met with student volunteers to assess their participation in the book sharing activities.
 - Initiated the home-reading program.
- February '79
- Continued with monthly book illustrations and received local newspaper coverage.
- March
- Extended bookstore sales at P.T.A. meetings.
- April
- Reviewed slides taken throughout the program and planned script to describe the project.
- May
- Presented a slide-talk to the P.T.A. describing the year's activities.
 - Administered post-tests.
- June
- Collected evaluation data.
 - Tabulated results.
 - Prepared final reports.
- July
- Submitted final reports.

CHAPTER VI

EVALUATION

Terminal Objective

By participating September 1978 through May 1979 in a supplementary reading program, 162 students in grades 3, 4 and 5 at Salem Church Elementary School will reach or exceed the individual reading goals listed in column 4 ("Predicted Exit Scores") in table 7, as assessed by the Metropolitan Reading Achievement Test. Criterion: Eighty percent of the students treated will achieve the exit scores predicted for them.

TABLE VII

METROPOLITAN READING ACHIEVEMENT SCORES FOR SELECTED
STUDENTS IN GRADES 3, 4 and 5, AT SALEM CHURCH
ELEMENTARY SCHOOL 1978-79

1 Student Number	2 Grade at Entry	3 Entry Score Gr. Eq.	4 Modified Expectations: Predicted Exit Gr. Eq.	5 Exit Score Gr. Eq.	6 Disparity
1	3	1.8	2.8	3.0	.2
2	3	2.0	3.0	4.2	1.2
3	3	2.0	3.0	2.2	-.8
4	3	2.1	3.1	2.7	-.4
5	3	2.4	3.4	3.4	0
6	3	2.4	3.3	4.8	1.5

TABLE VII (continued)

1 Student Number	2 Grade at Entry	3 Entry Score Gr. Eq.	4 Modified Expectations: Predicted Exit Gr. Eq.	5 Exit Score Gr. Eq.	6 Disparity
7	3	2.5	3.5	3.4	-.1
8	3	2.7	3.7	moved	moved
9	3	2.4	3.4	4.6	1.2
10	3	2.6	3.6	5.0	1.4
11	3	2.9	4.0	5.4	1.4
12	3	3.0	4.1	4.7	.6
13	3	3.1	4.4	6.3	1.9
14	3	3.2	4.5	5.1	.6
15	3	3.2	4.5	5.4	.9
16	3	3.0	4.5	6.6	2.1
17	3	3.6	5.0	6.0	1.0
18	3	2.5	3.7	3.8	.1
19	3	1.9	3.2	4.4	1.2
20	3	2.1	3.1	3.8	.7
21	3	2.6	3.8	3.8	0
22	3	2.4	3.9	4.6	.7
23	3	3.0	4.1	3.5	-.6
24	3	3.0	4.2	6.0	1.8
25	3	2.2	3.5	3.8	.3
26	3	2.2	3.3	3.9	.6
27	3	2.3	3.4	3.9	.5
28	3	2.3	3.5	4.4	.9
29	3	2.4	3.6	4.3	.7
30	3	2.5	3.5	3.8	.3
31	3	2.3	3.5	4.9	1.4
32	3	2.4	3.4	5.5	2.1
33	3	3.0	4.2	5.3	1.1
34	3	3.2	4.4	5.6	1.2
35	3	1.6	2.5	2.6	.1

TABLE VII (continued)

1 Student Number	2 Grade at Entry	3 Entry Score Gr. Eq.	4 Modified Expectations: Predicted Exit Gr. Eq.	5 Exit Score Gr. Eq.	6 Disparity
36	3	1.7	2.7	3.0	.3
37	3	1.5	2.4	3.0	.6
38	3	1.7	2.6	2.7	.1
39	3	2.0	2.7	3.2	.5
40	3	2.0	2.8	2.6	-.2
41	3	2.2	3.1	3.6	.5
42	3	2.1	3.1	4.2	1.1
43	3	2.2	3.1	3.3	.2
44	3	2.3	3.3	4.4	1.1
45	3	2.4	3.3	4.4	1.1
46	3	2.2	3.2	3.4	.2
47	3	2.4	3.4	N/A	N/A
48	3	2.6	3.6	4.3	.7
49	3	2.4	3.3	moved	moved
50	3	3.3	4.4	6.2	1.8
51	3	2.8	3.7	4.1	.4
52	3	1.4	2.3	3.7	1.4
53	3	1.6	2.4	3.5	1.1
54	3	2.2	3.0	4.2	1.2
55	3	2.4	3.2	4.1	.9
56	3	2.1	3.0	3.9	.9
57	3	2.3	3.2	3.6	.4
58	3	2.4	3.3	2.4	-.9
59	3	2.5	3.4	3.5	.1
60	3	2.6	3.5	3.9	.4
61	3	3.0	4.1	5.2	1.1
62	3	3.1	4.2	4.2	0
63	3	3.2	4.4	4.3	-.1

TABLE VII (continued)

1 Student Number	2 Grade at Entry	3 Entry Score Gr. Eq.	4 Modified Expectations: Predicted Exit Gr. Eq.	5 Exit Score Gr. Eq.	6 Disparity
64	3	3.3	4.5	3.8	-.7
65	3	3.0	4.2	3.7	-.5
66	3	3.1	4.2	6.1	1.9
67	3	3.2	4.5	4.6	.1
68	3	3.2	4.5	6.2	1.7
69	3	3.3	4.7	7.3	2.6
70	3	3.3	4.7	5.7	1.0
71	3	3.4	4.8	5.7	.9
72	3	2.5	3.7	5.3	1.6
73	3	2.9	3.9	6.2	2.3
74	3	3.2	4.4	7.6	3.2
75	3	3.2	4.4	5.2	.8
76	3	3.1	4.5	6.4	.9
77	3	3.4	4.9	6.9	2.0
78	4	3.5	4.6	5.2	.6
79	4	3.6	4.7	6.6	.9
80	4	4.2	5.5	7.6	1.1
81	4	4.3	5.8	6.9	1.1
82	4	4.3	5.7	9.6	3.9
83	4	4.2	5.5	8.0	2.5
84	4	2.3	3.3	3.0	-.3
85	4	2.4	3.4	3.5	.1
86	4	2.6	3.6	4.1	.5
87	4	2.9	3.8	4.1	.3
88	4	2.8	3.7	3.8	.1
89	4	3.0	4.0	4.6	.6
90	4	2.6	3.7	4.1	.4
91	4	3.2	4.1	6.0	1.9
92	4	3.4	4.5	5.0	.5

TABLE VII (continued)

1 Student Number	2 Grade at Entry	3 Entry Score Gr. Eq.	4 Modified Expectations: Predicted Exit Gr. Eq.	5 Exit Score Gr. Eq.	6 Disparity
93	4	3.4	4.4	4.6	.2
94	4	3.6	4.6	5.0	.4
95	4	3.7	4.8	5.6	.8
96	4	3.1	4.0	4.6	.6
97	4	2.3	3.4	4.3	.9
98	4	3.0	4.0	4.0	0
99	4	3.1	4.0	3.8	-.2
100	4	2.9	4.0	3.4	-.6
101	4	3.2	4.2	4.5	.3
102	4	3.2	4.3	4.4	.1
103	4	3.5	4.6	5.2	.6
104	4	3.4	4.4	moved	moved
105	4	3.6	4.7	4.7	0
106	4	3.6	4.7	4.8	.1
107	4	4.0	5.2	5.7	.5
108	4	4.0	5.3	2.6	-2.7
109	4	1.6	2.5	4.6	1.9
110	4	3.1	3.9	3.6	-.3
111	4	3.2	4.1	4.4	.3
112	4	3.3	4.2	4.3	.1
113	4	3.4	4.4	5.0	.6
114	4	3.6	4.7	4.8	.1
115	4	3.5	4.8	4.5	-.3
116	4	2.4	3.2	3.7	.5
117	4	2.5	3.4	5.3	1.9
118	4	3.0	3.8	3.8	0
119	4	3.2	4.1	5.2	1.1
120	4	2.9	3.9	4.8	.9
121	4	3.3	4.4	4.7	.3

TABLE VII (continued)

1 Student Number	2 Grade at Entry	3 Entry Score Gr. Eq.	4 Modified Expectations: Predicted Exit Gr. Eq.	5 Exit Score Gr. Eq.	6 Disparity
122	4	3.5	4.6	5.2	.6
123	4	3.6	4.7	5.7	1.0
124	4	3.5	4.5	6.2	1.7
125	4	4.1	5.3	5.2	-.1
126	4	4.2	5.3	5.5	.2
127	4	3.5	4.5	5.2	.7
128	5	2.6	3.6	5.0	1.4
129	5	2.7	3.7	4.8	1.1
130	5	2.4	3.4	5.3	1.9
131	5	3.1	4.1	4.8	.7
132	5	2.8	3.9	5.2	1.3
133	5	3.6	4.6	5.0	.4
134	5	3.8	4.8	4.5	-.3
135	5	3.5	4.5	4.9	.4
136	5	3.8	4.7	4.5	-.2
137	5	3.0	4.1	4.5	.4
138	5	4.1	5.1	6.0	.9
139	5	4.4	5.3	5.3	0
140	5	3.9	4.8	5.6	.8
141	5	4.2	5.2	6.1	.9
142	5	4.1	5.2	N/A	N/A
143	5	4.5	5.5	5.0	-.5
144	5	4.8	5.7	4.8	-.9
145	5	4.2	5.2	5.8	.6
146	5	3.4	4.4	6.6	2.2
147	5	4.4	5.4	5.4	0
148	5	4.7	5.7	5.7	0
149	5	4.5	5.5	5.6	.1
150	5	4.8	5.8	6.1	.3

TABLE VII (continued)

1 Student Number	2 Grade at Entry	3 Entry Score Gr. Eq.	4 Modified Expectations: Predicted Exit Gr. Eq.	5 Exit Score Gr. Eq.	6 Disparity
151	5	5.3	6.4	7.8	1.4
152	5	4.3	5.3	5.4	.1
153	5	3.1	4.0	5.6	1.6
154	5	3.7	4.5	4.9	.4
155	5	2.2	3.0	4.3	1.3
156	5	3.4	4.4	5.3	.9
157	5	3.6	4.4	4.9	5
158	5	3.3	4.3	4.3	0
159	5	3.4	4.5	5.3	.8
160	5	4.3	5.3	5.3	0
161	5	4.3	5.2	6.0	.8
162	5	4.5	5.5	6.9	1.4

TABLE KEY

Column 1 - To protect the privacy of the identified students, numbers were substituted for names.

Column 2 - The Grade in which the student was registered.

Column 3 - Entry Metropolitan Reading Achievement Test Score expressed in grade equivalent units.

Column 4 - Predicted exit grade equivalent score.

Column 5 - Exit Metropolitan Reading Achievement Test Score expressed in grade equivalent units.

Column 6 - Disparity between predicted exit score and actual exit score expressed in grade equivalents.

An analysis of the preceeding evaluation chart indicates that the program met the terminal objective. Of the 162 students in grades three, four and five identified as underachieving in reading in September 1978, three students withdrew from the school. Student 47 and student 142 were absent for extended time at the end of school and no post-test scores were available. Of the remaining 157 students, 137 achieved or surpassed their predicted exit score in June 1979. Eighty-seven percent of the third graders, 85 percent of the fourth graders, and 88 percent of the fifth graders reached their goal. This figure exceeded the criterion of 80 percent which leads to the conclusion that the project terminal objective was successfully met.

TABLE VIII

NUMBERS AND PERCENTAGES OF TARGET STUDENTS WHO
ACHIEVED THEIR PREDICTED EXIT SCORE JUNE 1979

Grade	Total Numbers of Students	Numbers of Students Achieving Goal	Percentages of Students Achieving Goal
3	74	65	87.9
4	49	42	85.7
5	<u>34</u>	<u>30</u>	<u>88.2</u>
Total	157	137	87.3

The evaluation of this project was conducted mainly to determine if the target students achieved their individually established goals by participating in a supplementary reading program in addition to the basal reading instruction they received each day.

Antecedents

The original concept for the program was developed following a needs assessment conducted prior to the 1977-78 school year. A high percentage of students were identified as underachievers. In 1977-78 a supplementary program was introduced in a pilot study of fifteen students. The pilot program brought about desired annual reading growth for the fifteen students and the recommendation was made to expand the program to include a larger number of identified underachievers.

The needs assessment in September 1978 indicated that of the 490 students in grades three, four and five, 37 percent were receiving reading instruction below grade placement and 37.9 percent scored below grade placement on the Metropolitan Reading Achievement Test. A careful study was conducted of students who were working below grade placement or working below estimated expectancy. Twenty-one variables were listed (see page 19) which could conceivably affect reading achievement.

As documented on table 6 (see pages 12-18), 162 students not receiving special services were identified as needing additional alternative strategies to help improve reading achievement.

Persons considering adoption of this type of program should first read the summary of the past efforts on pages 2-5 of this report. There may also be some value in comparing the characteristics of their own facility and faculty to those at Salem Church Elementary School.

Since being built in 1969, Salem has experienced continuous remodelling each year to accomodate changes in curriculum, staff organization and double the initial enrollment. The degree to which these factors affected academic gains is not known but the students in the fifth grade in 1978-79 began their school experiences in open classrooms for K, 1 and 2, were housed in an old traditional annex for grade 3, were in self-contained classes in the new wing of the main building for grade 4, were in the same wing for grade 5 but were generally regrouped daily for mathematics.

The predominately white, female staff was a very diversified one in relation to educational background, teaching experience, outside interests and age. Teachers rarely asked for transfers to other schools but did move from class to class or grade level as the need arose. Changeovers in staff occurred when teachers left on maternity leave or moved from the area. Many new staff members were hired each September or throughout the year as the need arose. Unfortunately many of the identified students endured being switched to different teachers during the year for the reasons just mentioned.

Transactions

The staff position changes that most directly affected the implementation of this project included the reading specialist and principal. Three reading teachers filled the one position and the principal was re-assigned in mid year. All candidates were qualified, excellent individuals but two of the reading specialists and the second principal were new to their job role. This meant the writer had to renegotiate support for the project with very

busy but essential staff members. Fortunately these individuals looked upon supplementary reading propitiously and contributed time and effort to the implementation process.

The reading specialists were committed to the idea that motivation is a key to reading success. Suggestions given to them were expanded and carried out with much enthusiasm. Each accepted the role of working with teachers to create interesting reading learning centers and motivational activities for supplementary reading. In addition, they worked with the most severe remedial readers grades 1-5 on a daily basis.

It is agreed that academic growth can be affected by many variables. Home environment conditions, adaptive behaviors and physical conditions were noted for each child. The school faculty did what they could to support the families. In a few instances home visits were made and parents were encouraged to take advantage of services for which they qualified and needed. Additional families were approved for the free or reduced lunch program, medical and psychological resources were made available through county agencies and parents were given suggestions of how to encourage their children to attend to task responsibilities at home and at school.

In many instances teachers' insights about a child's background accounted for the apparent progress delay as measured by standardized tests. Students 63, 64, 65, 69 and 70 were in a class together. Their previous daily performances on written exercises had been notably weak due to careless errors. The teacher had worked diligently to have them strive for accuracy.

Students 63, 64 and 65 did not meet their predicted exit scores due to slow, deliberate efforts on the test. They did not complete the items in the time allotted but chose correct responses for the items they did. Students 69 and 70 did not complete the test but met their goals and showed an annual growth much above what could have been predicted from past performance.

Student 58 continued this year to experience severe home problems. She had lived with several foster parents and was being adopted by a caring but very strict family. The adoption proceedings for both this child and her natural sister caused her constant concern. Efforts were made to keep her on task, to provide individual volunteer help during reading time, and to work with her new family. The solution her parents have is to send her to private religious school next year. It is hoped that she will return to Salem next year to participate in small group instruction in reading. Unfortunately her standardized test score typified the general lack of academic, social and emotional growth this year. She may need additional counseling to help her be successful in academic and personal endeavors.

The post-test score for student 84 was a slight disappointment. In spite of a recorded below average ability score and economically deprived home situation, the teacher had set high expectations for this fourth grade child (2.3 to 3.3). She was a quiet, rather withdrawn student who responded well to individual attention. She always selected her free or award books with the greatest of care and claimed to read each book several times. Her peer relationships, oral contributions at book sharing time and daily

class performance improved greatly over the year. Although she did not show the full year's growth predicted, she did have a .7 gain. The grade equivalent gain from 2.3 to 3.0 meant a raw score gain of 15 points. This student should have the opportunity to continue the practices initiated this year.

The teacher of student 108 stated that his score was typical of his year's general performance. She stated "He just doesn't care and hasn't tried all year." This child should have been brought to the attention of the administration early in the year and alternative strategies planned for him. Perhaps he could have been transferred to another teacher or conferences could have been held with the student and his parents. His case did not appear to be one that could be explained away by thinking he simply was not a good test-taker. Plans have been made for the reading specialist to meet with this child individually to determine if attitude or actual lack of skill development accounts for his reading score. In either situation, the case needs to be followed up more closely.

Although students 63, 65, 115 and 125 appeared to be working below their ability, their progress was satisfactory and their over-all school performance was good. No further recommendations were made for additional reading strategies to be implemented next year. They should continue in the supplementary program as an enrichment experience.

Students 3, 4, 23 and 7 enrolled in summer school reading or with qualified reading tutors and their achievements will be reevaluated in the fall.

The daily performance of students 40 and 110 was good. Their basal reading mastery test results were good and represented satisfactory growth this year. However, a definite remedial reading problem was evident and they will receive small group instruction next year from the reading specialist.

Students 99, 100, 134, 136, 143 and 144 will be administered diagnostic, non-timed tests in the fall to determine if remedial reading services need to be provided. The gap between achievement and expectancy appeared to widen in a negative manner.

To further investigate possible reasons for progress or lack of progress of the identified students, the variables considered as important factors in academic growth were again reviewed for the students who did not meet their predicted exit score compared to the same number of students who demonstrated the highest positive disparity between predicted exit score contrasted to actual exit score.

Table 9 lists the students who did not achieve their goals, and table 10 lists the students with the greatest positive disparity between predicted and exit goals.

TABLE IX

STUDENTS IN SUPPLEMENTARY PROGRAM 1978-79
WHO DID NOT ACHIEVE PREDICTED EXIT SCORE

Student Number	Grade	Entry Level Gr. Eq.	I.Q.	Variables	Predicted Exit Gr. Eq.	Exit Gr. Eq.	Exit Disparity	Actual Growth
3	3	2.0	96	1,17	3.0	2.2	-.8	.2
4	3	2.1	101	16	3.1	2.7	-.4	.6
7	3	2.5	108	1,16	3.5	3.4	-.1	.9
23	3	3.0	114	19,20	4.1	3.5	-.6	.5
40	3	2.0	97	9,11,21	2.8	2.6	-.2	.6
58	3	2.4	87	19,3,9,11	3.3	2.4	-.9	0
63	3	3.2	122	20	4.4	4.3	-.1	1.1
64	3	3.3	116	20	4.5	3.8	-.7	.5
65	3	3.0	117	20	4.2	3.7	-.5	.7
84	4	2.3	92	16	3.3	3.0	-.3	.7
99	4	3.1	97	16,1	4.0	3.8	-.2	.7
100	4	2.9	108	1,19	4.0	3.4	-.6	.5
108	4	4.0	130	20	5.3	2.7	-2.6	-1.3
110	4	3.1	108	3,21,16	3.9	3.6	-.3	.5
115	4	3.5	115	15,20	4.8	4.5	-.3	1.0
125	4	4.1	114	20	5.3	5.2	-.1	1.1
134	5	3.8	105	8,15	4.8	4.5	-.3	.7
136	5	3.8	97	3,15	4.7	4.5	-.2	.7
143	5	4.5	108	16	5.5	5.0	-.5	.5
144	5	4.8	108	4,14,15	5.7	4.8	-.9	0

TABLE X

STUDENTS IN THE SUPPLEMENTARY PROGRAM 1978-79
WHO DEMONSTRATED THE GREATEST POSITIVE DISPARITY
BETWEEN PREDICTED EXIT SCORE AND ACHIEVED EXIT SCORE

Student Number	Grade	Entry Gr. Eq.	I.Q.	Variables	Predicted Exit Gr. Eq.	Exit Gr. Eq.	Positive Disparity	Actual Growth
82	4	4.3	122	20	5.7	9.6	3.9	5.3
74	3	3.2	123	20	4.4	7.6	3.2	4.4
69	3	3.3	121	20	4.7	7.3	2.6	4.0
83	4	4.2	127	20	5.5	8.0	2.5	3.8
73	3	2.9	135	20,17	3.9	6.2	2.3	3.3
146	5	3.4	107	17,1	4.4	6.6	2.2	3.2
16	3	3.0	117	20,17	4.5	6.6	2.1	3.6
32	3	2.4	110	16,1	3.4	5.5	2.1	3.1
77	3	3.4	132	20	4.9	6.9	2.0	3.5
13	3	3.1	132	20	4.4	6.3	1.9	3.2
66	3	3.1	117	15,20	4.2	6.1	1.9	3.0
91	4	3.2	103	1,16	4.1	6.0	1.9	2.8
109	4	1.6	110	21	2.5	4.6	1.9	3.0
117	4	2.5	111	1	3.4	5.3	1.9	2.8
130	5	2.4	102	16,18,15	3.4	5.3	1.9	2.9
24	3	3.0	116	19,20	4.2	6.0	1.8	3.0
50	3	3.3	119	19,20	4.4	6.2	1.8	2.9
68	3	3.2	117	20	4.5	6.2	1.7	3.0
124	4	3.5	118	2,15	4.5	6.2	1.7	2.7
6	3	2.4	103	5	3.3	4.8	1.5	2.4

It would appear that slow paced past performance and insufficient instructional exposure due to grade placement were factors identified in September of 1978 as important variables for both the unsuccessful group and those twenty students who met with the greatest success during the 1978-79 school year. As shown on table 11, other factors existed to lesser degrees.

TABLE XI

FREQUENCY DISTRIBUTION OF VARIABLES CONSIDERED
AS IMPORTANT FACTORS IN THE ACADEMIC ACHIEVEMENT OF
SUCCESSFUL AND NON-SUCCESSFUL PARTICIPANTS IN
SUPPLEMENTARY READING PROGRAM 1978-79

Negative Disparity Exit	Highest Positive Disparity Exit	
....		1. Slow Paced Past Performance
...	.	2. English is a second language
.	.	3. Delayed language development
.	.	4. Visual problems
.	.	5. Previous visual problems
..	.	6. Auditory problems
..	.	7. Previous auditory problems
..	.	8. Traumatic experience
..	.	9. Previous traumatic experience
..	.	10. Reconstituted family
..	.	11. Recent reconstituted family
..	.	12. Single parent
..	.	13. Recent single parent
..	.	14. Physical handicap
....	...	15. Frequent moves
.....	...	16. Stimulation deprivation*
.	...	17. Weak adaptive behaviors**
...	.	18. Severe weight or height problems
...	..	19. Underestimated potential
.....		20. Insufficient instructional exposure grade placement
..	.	21. Identified learning disability

* No reading materials
 Limited outside exp.
 Few outside interests

** Overly active
 Poor Peer relations
 Problems with authority figures
 Impatient
 Easily distracted
 Very disorganized

While such variables as slow paced past performance, delayed language development, visual problems, traumatic experiences, physical handicaps, frequent moves, stimulation deprivation and underestimated potential may be factors that worked against the unsuccessful students, the school is responsible to explore all avenues to correct academic deficiencies.

The other variables certainly affected some students, although not the two sample groups illustrated in tables 9 or 10.

Formative evaluations along the way changed the planned course of action in some minor details. In the initial planning stages of the program, the numbers of students with single parents who exhibited difficulties in school were of prime concern. However, this particular project decided not to work directly to alleviate the problems that existed but discussions were held with the school visiting teacher. As a qualified, interested social worker with experience in group counseling, she agreed to volunteer her services one night a week for six weeks to work with the single parents. Although this variable was not considered of significant importance in the data for the actual identified group, the resource was a valuable side-affect of the initial needs assessment. With the exception of students 104 and 155, the other parents in the group counseling sessions had children with more severe problems and received direct services from the specialists. General topics such as personal growth, parenting, relationship with former spouse, managerial issues, home and school problems were sub-divided into more specific areas for discussion. Twelve single parents met on a regular basis at the school in the early evening. Babysitter

service was provided and the group arranged for their own refreshments. All the participants exchanged ideas freely and agreed to continue meeting on their own after the initial six week orientation with the social worker. The actual content or interchange of conversation was not shared with the writer as it was considered confidential among group members. The general comments made were positive and appeared to have helped the emotional and social stabilities of the students concerned.

Consideration should be given to expand this service to interested other parents next year in an effort to provide additional services to the parents of underachieving students.

Other ways to reach out to the parents should be considered. Films depicting children as complex individuals shaped by many influences in their home and community and filmstrips designed to show parents how to provide environments conducive to academic and personal growth should be previewed and considered for showing to parents. Small group meetings rather than large P.T.A. groups appeared to be better for more group interaction.

Individual conferences held with many of the parents of students with poor adaptive behaviors brought about improved classroom performances. Teachers were encouraged to have frequent conversations with parents to inform, not complain about specific concerns affecting academic growth.

To assess the strategies employed and the impact they had toward attainment of the terminal objective, each of the enabling objectives was reviewed.

Enabling Objectives

1. Given the opportunity to select from a wide variety of paperback books, 75 percent of the identified students will reach their individually established supplementary reading goals as recorded on their Personal Reading Record Card (see appendix B).

In the pilot project the mistake had been made to set an arbitrary number of books each student should read. That was a bad practice as numbers of books, contrasted to numbers of pages, contrasted to books with or without illustrations led to some students just selecting their picture books. In this program the students discussed their previous reading habits and established their own goals. Guidance had to be given to some students who set too high or too low goals. Most students browsed through the classroom paperback libraries and thought about book titles they wanted to read before contracting for a given number of books. Students who wanted to start out by reading magazines contracted to read X number of articles each week. Several students contracted to read X number of different types of books such as six riddle books, one biography, two sports books, one science book and three extras. Students who had not read supplementary books before contracted for only five books. Since all students participated daily in uninterrupted sustained silent reading (U.S.S.R.) and were encouraged to read further on their own, 95 percent of the students reached their goal or adjusted goal that had been renegotiated part way through the year. In most cases the goal was raised as students completed their contracts

early. It was recommended that students should continue to keep a record of their personal reading.

2. Given opportunities weekly, the identified students will describe what supplementary materials they have read and answer questions orally about the story. The students' participation will be recorded on the Personal Reading Record Card (see appendix B).

All students enthusiastically shared books or magazine articles they read. Their verbal skills improved noticeably over the year. The who, what, when, and where comprehension questions were answered easily whether asked by the adult in charge or a peer. The why questions were frequently more difficult to answer. The activities to focus on the character's emotions and the impact of emotions on behavior helped to develop higher level comprehension skills. A review of the Personal Reading Record sheets revealed that all students shared most of the books they read with a teacher, a peer or a member of their family. It was recommended that the sharing of books should be continued.

3. Being aware of their child's need to improve reading competency, at least 75 percent of the parents will participate in the Home-Reading Program as evidenced by their weekly Reading Time Record Forms (see appendix C).

Initially the good readers and dependable students who returned their Home-Reading forms out-numbered the weak readers. Students were reminded Thursday afternoon to return their slips on Friday but many reluctant readers continually forgot to return their slips, or perhaps had not read at home. Personal phone

calls were made to about twenty parents to describe the program and solicit their support. Students were encouraged to take books and magazines home for the week to assure they had materials at home. By the third week of the program, participation of the target group rose to about 80 percent. The number fluctuated week to week but in any one month most of the students reached their individually established home-reading time. The bulletin board prepared by the reading specialist to display participation class by class was an incentive for some students to return their slip. Teachers devised various schemes in chart form to monitor student participation.

Parents generally reacted favorably to this communication between the home and school to encourage students to read more. It was recommended that the home-reading program should be continued.

4. Given opportunities on a regular basis, 75 percent of the students will participate in listening reading activity centers in the classroom as documents by a teacher questionnaire (see appendix D).

The Troll Read-Alongs, Holt-Rinehart Instant Readers and the Mason Sports and Biography materials were in constant use at listening centers in the classrooms (see appendix G). Numerous other records and books were borrowed from the librarian who also supplied the cassette players, listening bars, and head-sets. Students went to the centers individually and in groups. Third graders went to a listening station on the average of twice a week for about fifteen minutes. Fourth graders went to listening centers only once a week and not every week. Fifth graders were

exposed to listening centers but less frequently. Teachers commented that while some students could go to a center, listen, enjoy, discuss and benefit from the experience, other students appeared disinterested unless there was a worksheet or some definite written evaluation activity. Some teachers used the Troll Teacher's manual to make up question sheets on dittos and set up a self-marking system to encourage students to attend to the listening tasks.

The school purchased a primary and an elementary Listening Skills Development Kit produced by the Oregon Teaching Center. Inservice transparencies have been prepared and attention will be given next year to the identification and remediation techniques for students exhibiting a weakness in this critical communication skill. Listening is the foundation of all language skills and therefore, of most thought processes.

The listening centers and efforts made to encourage teachers to read to their students were considered effective strategies to improve reading skills and it is recommended that the practice should be continued.

A fair question asked in relation to this project was "Did the students only meet their individually established goals, or did they show growth this year that exceeded their previous annual gains?" To answer the question, table 7 was reviewed. The number of students in September who scored on grade level according to the Metropolitan Reading Achievement test, was used as an indicator of the students who had previously shown one year's growth for each year in school. This number was then contrasted

to the number of students who demonstrated one full year's growth, or more, during the supplementary reading program. As shown in table 12, a significantly higher percentage of students, 22.3 percent compared to 89.1 percent, showed a full year's growth in the 1978-79 school year.

TABLE XII
PERCENTAGE OF IDENTIFIED STUDENTS
PREVIOUSLY DEMONSTRATING ONE YEAR'S GROWTH ANNUALLY
COMPARED TO GROWTH DURING THE 1978-79 PROGRAM

Grade	PERCENTAGE PREVIOUSLY 1 YEAR'S GROWTH ANNUALLY	PERCENTAGE 1 YEAR'S GROWTH 1978-79
3	35.2	91.8
4	16.4	85.7
5	2.5	88.2
Total	22.3	89.1

The enabling objectives were implemented as planned. As assessed by the data collected, additional supplementary reading at home and at school coupled with the opportunities to share or illustrate what they read contributed to the over-all success of the program participants. One hundred and thirty-seven of the 157 identified students, or eighty-seven percent reached or exceeded their individually established goals.

It is recommended that the program should be continued.

CHAPTER VII

INSTITUTIONALIZATION AND DISSEMINATION OF INFORMATION

As the supplementary reading activities appeared to have a positive impact on student achievement, the program will be continued at Salem Church Elementary School next year. Consideration will be given to expand the program to include second grade students.

The R.I.F. program and Junior High School volunteers will be aspects to implement in second grades by October of 1979 once a target group has been identified.

The writer sent a brief report of the program to the Governor's conference on Library and Information Services (see appendix S). Unfortunately no verbal presentation was requested but a written response recognized interest in this area of ways to coordinate library and reading services to young students.

Two newspaper articles, one in October and one in March featured the Salem Church Elementary School reading program (see appendix Q).

Bookmarks designed by a third grade teacher (see appendix T), along with a summary of the program were sent to several Elementary schools' reading specialists who followed the Salem lead to become Reading is Fundamental (R.I.F.) participants.

Through the sponsorship of the language arts supervisor, most of the elementary schools tried the Home-Reading program for a period of at least one month and had very good parental support for the program.

A slide presentation was made to the P.T.A. during the May meeting and the new executive has shown interest to help continue the program by offering financial support and volunteer services.

Additional paperback libraries have been ordered and will be placed in all elementary schools using county funds.

CHAPTER VIII

RECOMMENDATIONS

Providing a wide variety of reading materials capitalizes on the children's interests to enrich both the reading habits and the child's life. Involving students in activities to interpret what they read by drawing, dramatizing or discussing increases their awareness of literature while making them better readers. Every effort should be made to look upon reading not just as a way to transmit knowledge and information but for pleasure, relaxation and fun.

Teachers must be encouraged to participate themselves in daily uninterrupted sustained silent reading. They should do this not only to set a model for their students, but they might even find, as many Salem teachers did this year, that reading is an enjoyable experience.

In an era when students and teachers are feeling terrific pressures of accountability, reading must not become a rigid skill and drill series of unconnected, meaningless exercises. Learning to read must not become an end in itself to be assessed only by standardized test achievement scores.

Next year teachers will be encouraged to use a scale of reading attitudes based on student behavior to determine if continued efforts in supplementary reading are having the

positive side-effects currently assumed (see appendix U).

For others contemplating implementing a supplementary reading program, the main caution would be to have administrative, supervisory, staff, and parental support prior to initiation. It is strongly felt that the cooperation of all involved brought about the success of this particular project.

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APPENDIX B

PERSONAL READING RECORD

(Reduced Size)

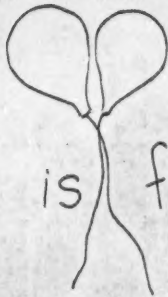
book look lunch

[illegible]

Parent's Signature _____ Date _____

APPENDIX B (continued)

Reading is fun - fun - fundamental!




Name _____ Grade _____ Teacher _____

Title of Book	Author	Date	Completed?	Library Book	Classroom Library	R.I.F. Book	Other (home etc.)	Shared With

Number of Books Read Last Year _____

Personal Reading Goals This Year _____

Parent Signature _____

APPENDIX C

Home-Reading Program Record

Student's Name _____ Teacher _____

Weekly Reading Goal _____

Date	Title of Book or Magazine	Number of Minutes	R=read L=listened

Total Time _____

Parent's Signature: _____

Comments: _____

Please have your child complete the above form daily under your supervision. Please sign the form and remind your child to bring it to school each Friday morning.

Thanks for your interest and support in your child's supplementary reading.

Salem Church Elementary Staff

APPENDIX D

Salem Church Elementary School

Teacher Questionnaire

1. Should Salem Elementary continue its efforts to maintain a supplementary reading program? Yes _____ No _____
2. Do you think supplementary reading leads to improved annual reading gains? Yes _____ No _____
3. Should Salem Elementary continue its Reading is Fundamental program? Yes _____ No _____
4. Should an annual R.I.F. day be continued? Yes _____ No _____
5. Do your students appear to enjoy the R.I.F. books they received? Yes _____ No _____
6. Do you think the R.I.F. program helps to encourage the development of home libraries? Yes _____ No _____
7. Do you think home libraries have any effect on annual gains? Yes _____ No _____
8. Should Salem Elementary continue to operate a paperback book store? Yes _____ No _____
9. Do you encourage your students to purchase books on a regular basis? Yes _____ No _____
10. Do you think book ownership is an incentive to read more? Yes _____ No _____
11. Did your students participate in regular uninterrupted sustained silent reading (U.S.S.R.) periods? Yes _____ No _____
12. Did they sustain reading for 10 or more minutes? Yes _____ No _____
13. Did they gain new knowledge or pleasure during U.S.S.R.? Yes _____ No _____
14. Were they sufficiently involved to ignore minor interruptions? Yes _____ No _____
15. Do you think uninterrupted sustained silent reading contributes to improved annual reading gains? Yes _____ No _____
16. Did you read to your students on a regular basis? Yes _____ No _____

APPENDIX D (Continued)

17. Do you think reading to your students stimulates their interest and prompts further independent reading? Yes _____ No _____
18. Do you think by reading to your class, this activity contributes to improved annual reading gains? Yes _____ No _____
19. Do you think the sharing of supplementary books and oral discussion of comprehension leads to additional reading as well as re-emphasize the importance of this reading activity? Yes _____ No _____
20. Do you think the sharing of books leads to improved annual reading gains? Yes _____ No _____
21. Do you encourage your students to: write book reports, dramatize stories, illustrate stories? Yes _____ No _____
22. Do you think incentives to display book illustrations lead to improved reading gains? Yes _____ No _____
23. Did you have reading centers in your room that go beyond completion of decoding skill work sheets? Yes _____ No _____
24. Do you think reading centers lead to improved annual reading gains? Yes _____ No _____
25. Did you encourage your students to participate in the Home-Reading program? Yes _____ No _____
26. Did the majority of your students regularly return the weekly record sheets signed by a parent? Yes _____ No _____
27. Did you make reading materials readily available to your students? Yes _____ No _____
28. Do you think home reading leads to improved annual reading gains? Yes _____ No _____
29. Did the school supplementary reading bulletin board help motivate your students to read more? Yes _____ No _____
30. Do you think student volunteers working with underachieving students contribute to improved annual reading gains? Yes _____ No _____

APPENDIX E

EXPECTED READING GRADES OF PUPILS OF VARYING I.Q.
IN GRADES 1-5

Beginning of School Year

I.Q.	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
70	—	—	.7	1.4	2.1	2.8
75	—	.3	1.1	1.8	2.6	3.3
80	—	.6	1.4	2.2	3.0	3.8
85	.2	1.0	1.8	2.7	3.5	4.4
90	.4	1.3	2.2	3.1	4.0	4.9
95	.7	1.7	2.6	3.6	4.5	5.5
100	1.0	2.0	3.0	4.0	5.0	6.0
105	1.3	2.4	3.4	4.5	5.5	6.6
110	1.6	2.7	3.8	4.9	6.0	7.1
115	1.9	3.1	4.2	5.4	6.5	7.6
120	2.2	3.4	4.6	5.8	7.0	8.2
125	2.5	3.7	5.0	6.2	7.5	8.7
130	2.7	4.0	5.3	6.6	7.9	9.2

Note: Above data includes compilation by Mrs. Gertrude Stearns
 Assistant Director of the High School and College Reading
 Clinic at Boston University.

APPENDIX F

ABSTRACT

DEVELOPMENT AND IMPLEMENTATION OF A
PAPERBACK PROGRAM TO IMPROVE READING COMPETENCY

Leckie, Sheila

Descriptors: Elementary School Students, Parent Participation, Reading Achievement, Reading Improvement, Reading Interests, Student Motivation, Underachievers

At a diversified but generally middle class suburban elementary school in Virginia, an analysis of standardized test data revealed that a high percentage of students in grades three, four, and five were under-achievers in reading. After a review of the current literature and the reading programs of the school, a project was designed, proposed, and implemented with a pilot group to decrease the negative disparity between ability and achievement of fifteen students. A basic assumption underlying the project was that underachieving reading students need incentives to read more independently and need opportunities for application and reinforcement of skills taught in the basal program. The project focused on the following components: (1) establishing a "Reading is Fundamental Program" financed by the P.T.A., which encouraged the development of home libraries; (2) encouraging students to read from a wide selection of paperback books readily available through purchasing, borrowing, or trading; (3) meeting with students to have them discuss informally books they read and to have them respond verbally to comprehension questions related to the books; (4) establishing incentives for

students to display reports or illustrations about books they read; and (5) creating a communication system between the home and school to monitor student participation in the program. The results of parent, teacher, and student questionnaire surveys indicated a positive influence of the project on the significant reading gains made by the project participants. The report contains a resume of the literature reviewed, motivational strategies implemented, survey questionnaires, and problems incurred during the program.

PAPERBACK BOOK LIBRARIES CURRENTLY AVAILABLE

Adventure 4-6 (two sets)	24
ALA Library for Grades 4-6	35
Basic Reading Collection 4-6	39
Basic Reading Collection 3	39
Biography 4-6 (two sets)	48
Children's Classics	31
Dogs, Horses, Wildlife	40
Early Childhood, Complete K-3	60
Early Childhood No. 3	20
Easiest-to-Read K-3	68
Fantasy 4-6	36
Favorites Old and New 4-6	43
Favorites Old and New K-3	71
Fiction K-3	38
Fun and Laughter 4-6	17
Great Americans Library 4-6	25
History and Historical Fiction 4-6	31
Making and Doing K-3	22
Making and Doing 4-6	17
Modern Stories 4-6	26
Multi-Ethnic Reading K-3	21
Milti-Ethnic Reading 4-6	21
Mystery 4-6	40
Myths and Legends 4-6	15
Picture Story Books K-3	67
Scholastic's Award-Winning Library	35
Scholastic's Poetry Collection	20
Scholastic Reluctant Reader Libraries A	40
Science Fiction 4-6	19
Science Library 4-6 (two sets)	64
Social Studies, Biography K-3 (two sets)	62
Sports Non-Fiction 4-6 (two sets)	50
Stories of Dogs, Horses and Wildlife	40

Please sign out a library kit for use in your class. Plan motivation activities to encourage reading participation. After a few weeks, or as students' interests begin to dwindle, exchange the library for another one. Please encourage students to handle the books with care and to return them promptly when finished. No penalties for lost or damaged books.

The attached sheets list additional materials available from the reading specialist. The suggested grade levels are by no means meant to restrict use of the materials but are mere guides. Please plan to review and check out items you feel would help your boys and girls.

TITLES OF TROLL READ-ALONG BOOKS AND TAPES WITH APPROXIMATE GRADE LEVEL USAGE:

Bath for a Beagle - Grades K-3
Betsy, the Babysitter - Grades K-3
Black Beauty - Grades 3-5
Cement Tent - Grades K-3
Christmas Santa Almost Missed - Grades K-3
Day Busy Buzzy Stopped Being Busy - Grades K-3
Elephant in Trouble - Grades K-3
Growing Up, Up, Up - Grades K-3
Hansel & Gretel - Grades 2-4
Harold's Flyaway Kite - Grades K-3
Harry Helps Out - Grades 1-2
I Can Read About Baby Animals - Grades 1-2
I Can Read About Dinosaurs - Grades 3-5
I Can Read About Dogs and Puppies - Grades 3-5
I Can Read About Good Manners - Grades 1-2
I Can Read About Indians - Grades 3-5
I Can Read About Paul Bunyan - Grades 3-5
I Can Read About Pecos Bill - Grades 3-5
Mr. Mac-a-doddle, You're A Genius - Grades K-1
Night Before Christmas - Grades 1-3
Peter and the Penny Tree - Grades K-3
Peter Pan - Grades 3-5
Pinocchio - Grades 2-4
Sleeping Beauty - Grades 2-4
Snow White - Grades 2-4
Sticky Stanley - Grades K-3
Tale of the Christmas Mouse - Grades K-3
Who Cried for Pie - Grades K-3
Witch on a Motorcycle - Grades 3-4
Wizard of Oz - Grades 3-5

Two-three week centers available from the reading teacher:

<u>Title</u>	<u>Grade</u>	<u>Description</u>
Mystery Madness	4-5	Read a mystery book, do a project.
Name is a Game	2-5	List book characters on a contest sheet.
Sprint Reading Level I	3-4	Short, high-interest stores, accompanied by word
Level II	4-5	study and comprehension activities.
In the News	3-5	Main idea-matching headlines with stories.
Clever Tricksters	4-5	Four amusing tales, with varried follow-ups.
Be A Sport	4-5	Incorporates reading about sports celebrities with reference book work and writing.

Longterm reading and writing centers available from the reading teacher:

<u>Title</u>	<u>Grade</u>	<u>Description</u>
Writing Bug	3-5	Structured, sequenced writing activities.
Newbery Book Cards	5	Activities for Newbery Award winners.
Archie Comics	3-5	
Activity Cards Reading	3-5	Suggestions and ideas for
Writing		classroom activities.
Independent Skills Stories	5	Sophisticated stores and follow-up activities.
Individual Reading		
from Scholastic	4-5	Sophisticated books and follow-up activities.

Multimedia Centers

	<u>Grade</u>	<u>Description</u>
Hot Air Balloons (Troll)	4-5	Filmstrip, cassette, 9 books are in these kits, which are designed to stimulate fluent oral reading, using high interest materials.
Minibikes (Bowmar)	3-5	
Football Kicking Game (T)	4-5	
Halfback and Fullback (T)	4-5	
Daredevils on Wheels (T)	4-5	
Bicycles (B)	3-5	
Motorcycles (B)	3-5	
Biography and Sports	4-5	
Reader's Digest Skillbuilders	3-5	Books, cassettes and a manual for developing comprehension through reading stories.

Writing Centers

	<u>Grade</u>	<u>Description</u>
People Projects	4-5	Assorted creative writing tasks on separate cards.
Read and Reason	3-5	Assorted word tasks and games; card format.
Punctuation Station	3-5	Various punctuation tasks.
Comic Writing	3-5	Do-it-yourself comic strips.
Then What Happened?	3-5	Story starters.
Combining Sentences	3-5	Activities to encourage longer sentences that are more complex without being confusing.

Reference Book Work Centers

	<u>Grade</u>	<u>Description</u>
Be A Sport	4-5	See above.
Dictionary Dilemma	3-5	ABC order, definitions.
Guinness Book	4-5	Finding specific information in the Guinness Book of World Records

Game Centers

	<u>Grade</u>	<u>Description</u>
Plum Tree Games	3-5	20 colorful word study games; cards, board games.
Junior Scrabble	1-3	Familiar board game, simplified for young reader.
Dunebuggies	4-5	Board games requiring rather sophisticated
Minibikes	4-5	reading of directions.

APPENDIX H

To: Parents of third, fourth, and fifth grade students
 Re: R.I.F. Day and Easy to Make Book Character Costumes
 Date: October 17, 1978
 From: Salem Staff

On Friday, October 27 we will have our annual R.I.F. day celebration called "Books, Bats, and Things that go Bump!" All children and teachers at third, fourth and fifth grades will be asked to come to school dressed as a book character on that day.

Throughout the day, children will participate in various activities involving enjoyable reading or employing reading as a useful means of communication. Receipes will be read and followed, creative writing will center on a Halloween theme, and everyone will read, read, read!

Below are some suggestions for costume ideas. We thank you for your help in planning a costume with your child.

FAIRY TALES

Cinderella-needs a dirty face before/or a glass slipper after
 Prince Charming-He might be carrying a glass slipper, too.

Red Riding Hood-Of course, she'll need a cape.

Jack and the Beanstalk-He plays a pipe and carries some bean seeds

Rumplestiltskin-a mean little man with a pointy hat

Little Miss Muffet-a long skirt, a bowl of curds and whey, and of course, a spider.

Mother Goose - a long skirt and a tall pointed hat. No geese in school please.

ANIMALS

Wilber the pig-a curly tail, a snout, and a web saying, "Some pig!"

Mrs. Frisby-a long thin tail, a brown body and small rat ears

The White Rabbit-tall ears and a pocketwatch

Peter Rabbit-a blue coat, one shoe, and no watch - he was always late.

Puss-in-Boots - a vest, a robin hood hat, and boots

FICTION

Pippi Longstocking-pigtails are a must

Encyclopedia Brown-A detective's magnifying glass would help him
find clues.

Laura Ingalls-A long pretty dress and a cap will do.

Amelia Bedelia-Wear anything inside out and backwards!

Peter Pan-green shirt and tights, and a pointed cap

Cat in the Hat-a very long tail and a tall red and white striped hat

Mary Poppins-a carpet bag, an umbrella, and a spoonful of sugar

TALL TALES

Blackbeard-Don't forget the pirate's dagger.

Paul Bunyan-Can you find a huge blue ox? If not a lumberjack
shirt will do.

John Henry-needs a hammer to swing

Rip Van Winkle-as long a beard as possible

Pecos Bill-a cowboy outfit

Headless Horseman-an all black outfit, carrying a pumpkin. You
don't need to come headless!

William Tell-a bow and arrow, and an apple

BIOGRAPHIES

Betsy Ross-must carry a needle, thread, and a flag

Kareem Abdul Jabbar-a basketball uniform, and a few feet of extra height wouldn't hurt

Pocahantas-Indian beads and a headband, with long braids

Abe Lincoln-a beard and a tall black hat

Jim Brown-a football uniform. No tackling in school, please.

Harriet Tubman-a scarf for her hair and a peasant skirt

George Washington-Can any boy tie his hair in a ponytail, and powder it?

Babe Ruth-a baseball uniform. You might want to carry a certain candy bar!

Florence Nightingale-a long gray dress with a red cross on her apron

SCIENCE FICTION

Star Wars started off as a movie, but enough books are now out on the subject to make these costumes "legal".

Darth Vader-all in black

Princess Leia-a long white dress

Jawas-a long brown cape

Artoo Detoo and See Threepio-You're on your own for these!

Salem Church Elementary
9600 Salem Church Road
Richmond, Virginia 23234
September 29, 1978

Mrs. Lynda Robb
612 Chain Bridge Road
McLean, Virginia 22101

Dear Mrs. Robb,

The enthusiasm you expressed last year for our R.I.F. program was very gratifying and your visit is still a very memorable occasion. We are looking forward to another enriching exciting year at Salem Church Elementary School.

The results of survey questionnaires completed last spring by parents, students and staff indicated an overwhelming desire to continue with the R.I.F. program and the reading motivational activities conducted throughout the year.

Thanks to the generous support of the L.B.J. memorial fund, we anticipate further progress this year in reaching our goal of every student developing a home library. This is an important step in creating a love for books.

Our annual fall R.I.F. kick-off date is October 27, 1978. Throughout the day students in grades 3, 4 and 5 will rotate through a number of learning centers designed to focus on reading for fun and reading as an important tool of communication. At one center students will complete a message form giving their name, school address, favorite book title and ask the question, "What is your favorite book?" The message will be inserted inside a balloon and filled with helium supplied by Allied Chemical Corporation. The culminating outdoor activity at 2:15 will be the mass releasing of the balloons.

Last year a group of fourth grade students made a project we'd like to share with you. We'd very much like to have you visit us on R.I.F. day. If this date would not be convenient, perhaps we could arrange to have you visit with the boys and girls during another major reading motivational event later in the year.

Sincerely,

(Mrs.) Sheila Leckie
R.I.F. Coordinator
Assistant Principal

W. Guy Smith, III
Principal

APPENDIX J

October 31, 1978

Allied Chemical Corporation
P. O. Box 31
Petersburg, Virginia 23803

Dear Mr. Durgom,

The Salem Church Elementary Staff and students appreciated Allied's donation of helium and Mr. Leckie's assistance to fill over five hundred balloons for our Reading Is Fundamental program on October 27th. It was a beautiful sight to see all the students release their balloons at one time. Each balloon carried a message about a student's favorite book and asked any "finder" to write a response. We'll let you know the results by the end of November.

Thank you for your cooperation and support.

Sincerely,

(Mrs.) Sheila Leckie
R. I. F. Coordinator

SL:bc

APPENDIX J (Continued)

October 31, 1978

Mr. Christopher McNeil
9512 Kennesaw Road
Richmond, Virginia 23235

Dear Mr. McNeil,

The staff and students at Salem really appreciated the Jack-In-The-Box balloons your company donated to our Reading Is Fundamental program on October 27th. It was a beautiful sight to watch over five hundred balloons released at one time. Each balloon carried a message about a student's favorite book and asked any "finder" to write a response. We'll let you know the results by the end of November.

Thank-you for your cooperation and support.

Sincerely,

(Mrs.) Sheila Leckie
R. I. F. Coordinator

SL:bc

APPENDIX J (Continued)

MEMO TO: A Super Salem Staff
DATE: November 1, 1978
FROM: Sheila

Let's take a vote!

How does our principal look best?

- (a) Tin-man from Wizard of Oz
- (b) Pumpkin from Cinderella
- (c) Paul Bunyan from Tale tales

Which ever way the vote goes, we must admit that it takes a secure, good administrator to dress up and fully enjoy our R.I.F. day. Three cheers for Mr. Smith. Peggy Donaldson, the teachers and assistants did a fantastic job of planning and implementing an exciting and stimulating Reading Is Fun day. The benefactors, the students, should also be congratulated for their excellent participation. Mrs. Robb, our guest, was very impressed by our school. I think she left with the hopes that this would be an annual event to which she would be invited. Contributions by Jack In The Box and Allied Chemical were also very much appreciated.

Let's hope that our efforts will pay off by having students who will develop a love for reading. Thanks for all your efforts.

Please let me know of any responses to our balloon messages. At the end of November prizes will be awarded to students whose balloon travelled the farthest.

Please complete the R.I.F. questionnaire and return to Peggy by Friday, November 3rd.

APPENDIX K

Memo to: Salem Staff Members
 Date: October 30, 1978
 Re: R.I.F. Day Evaluation

Thanks so much for all your help on Friday. It looked as if the children had a good time and I hope you did too!

While it's fresh on your mind, please give us any suggestions you might have about improving a particular center, or the day in general. Return this questionnaire by Friday.

About Your Center:

Title: _____

Should we continue using this Center? _____

Was it too long or too short? _____

Was the content appropriate? _____

Did the center appear to stimulate interest in reading? _____

General comments: _____

About the day in general:

Was it helpful to have parent volunteers? _____

Did the balloon release add to the day? _____

Did most of your students wear a book character costume? _____

Should teachers continue to "dress-up" for the R.I.F. day? _____

Did your students think they found a "good" book at the R.I.F. distribution? _____

General comments: _____

BOOK LOOK LUNCH SCHEDULE

	M	T	W	T	F
Donaldson	Judd 12:00 Jones 12:30	-	McNeill 12:15 Hein 12:35	-	Thompson 12:25 Bullock 12:00
Lackie	Owen 1:00 Inge 1:45	Welch 1:- 2:	Spragg 12:30	Poindexter 1:-2 -	Henriques 12:10 Redmon 12:40
Coulter	-	Swyers 12:20	-	Brewer 12:45	-
Mann	-	-	Smith 12:00	-	Titus 12:05
Smith	-	Hernard 12:45*	(whenever possible)	-	-
Hewitt	Whitlow 12:40	-	-	-	-

To help encourage children to read during our home reading program, we will be having Book Look Lunch for most classes in grades three, four, and five. Various specialists and aides will come into a class at lunchtime, giving the teacher 20-25 minutes release time, and giving the children a chance to share books.

Please take your class to the cafeteria as usual. We will take over when they come back to the room.

Children enjoy talking about what they read (don't we all?) The more opportunities we can give to children to share their books, the more they will read!

APPENDIX M

READING RAINBOW RECORD

Name _____

BEST AVAILABLE COPY
123

APPENDIX N
INTEREST INVENTORY

- NAME _____ AGE _____
1. What do you like to do in your spare time? _____
 After school? _____ Evenings? _____
 Saturdays? _____ Sundays? _____
 2. To which clubs do you belong? _____
 What do you do at your club? _____
 Do you hold an office? _____
 3. Do you take any special lessons? _____ How long? _____
 4. What are your hobbies? _____
 5. What tools or playthings do you have? _____
 6. Which do you like best? _____
 7. Do you have an allowance? _____ Have you ever earned
 any money? _____
 8. How often do you go to the movies? _____
 9. Which are the two best movies you ever saw? _____
 10. Which of these kinds of pictures do you like best? (Underline it)
 Comedy? Sad? Western? News? Love? Serial? Gangster? Other?
 11. Who is your favorite actor? _____ Actress? _____
 12. Do you have a television set? _____ How much time to
 you spend watching television? _____
 13. How much time do you spend listening to the radio? _____
 14. Have you ever been on a trip by boat? Train? Bus? Automobile?
 Airplane? (Underline your means of transportation)
 15. Where did you go? _____
 16. Have you ever been to a farm? Circus? Zoo? Art Museum?
 Amusement Park? Concert? Picnic? Ball game? Another city?

APPENDIX N (continued)

17. Do you have a pet? _____ If so, what? _____
18. Do you like school? _____
19. What subjects do you like best? _____
Which do you dislike? _____
20. Do you enjoy reading? _____
21. Do you enjoy having someone read to you? _____
22. Do your parents encourage you to read at home? _____
23. Do you have a library card for the public library? _____
24. How often do you use it? _____
25. Do you get books from the school library? _____
26. How many books do you own? _____
27. What are some books you would like to own? _____

28. How many books are in your home? _____
29. What kind of reading do you like best? History? Travel?
Plays? Adventure Stories? Science? Poetry? Detective
Stories? Fairy Tales? Mystery Stories? Biography? Music?
Art? Others? _____
30. What newspapers do you read? _____
31. Which part do you read first? _____
32. Which do you like best? _____
33. Do you get any magazines at your home? _____
34. Do you read them? _____
35. What is your favorite magazine? _____
36. What would you like to be when you grow up? _____
37. What would your parents like you to be when you grow up?

APPENDIX O

At Salem Church Elementary School we plan to implement a Junior High Student Volunteer Program.

Selected responsible students have been invited to participate in the program. We feel these students will gain much themselves by helping others.

We will be having group discussions to identify ways each individual feels he or she can contribute to the program. Initially our goals are to assist teachers and students in the following tasks:

1. preparation of instructional materials
2. sharing their love of books by reading to students and listening to students read.

Each student will be asked to select a specific day he or she could volunteer.

On that day, the student would walk to the Elementary School, meet in a designated area to pick up his daily assignment, complete the task by 3 o'clock. The student would then ride the Elementary School bus home.

If you have any questions, please contact Mrs. Leckie at 748-1632.

- ☐ I give permission for my child to participate in the program.
- ☐ I do not give permission for my child to participate in the program at this time.

APPENDIX P

Dear Teachers,

To encourage children to read and to share books, we are continuing the monthly book report contest. Each month, we will choose a different creative art form to use in reporting about books.

For example, January will be puppet month. Each child in grades 3-5 may make a puppet of a book character and enter the contest. During the first week of February, we will have the judging, and book prizes will be awarded.

It is up to each of you to decide how you want to handle the book reporting. It might be a good idea to devote an in-class work period (or two) to the project, asking your children to bring in their own materials beforehand. If you decide to do this, each child may be required to participate. If you prefer to make it a voluntary thing, you might want the children to work on their projects at home. Of course, the more you talk this up and praise those who do the project, the more children will participate.

Below are some puppet ideas and a tentative schedule for the monthly contests. If you have any other ideas, we can certainly incorporate them into the schedule.

Thanks,

January	puppets
February	pipe cleaner an/or clay figures
March	stitchery or collage
April	diorama scene or roller type movie
May	Write a letter to a book character. OR
	Write a diary that might have been kept by a particular book character.

PUPPET IDEAS

Materials for puppets' bodies:

gloves	paper towel rolls	potatoes
socks	wooden spoons	round ice cream
paper bags	quart milk cartons	cartons

Turn in completed puppets to me by February 1. Be sure to include the child's name, the teacher's name, and the name of the book character and the book the puppet represents.

Publicity - RICHMOND TIMES-DISPATCH



Staff Photos by Don Rypla

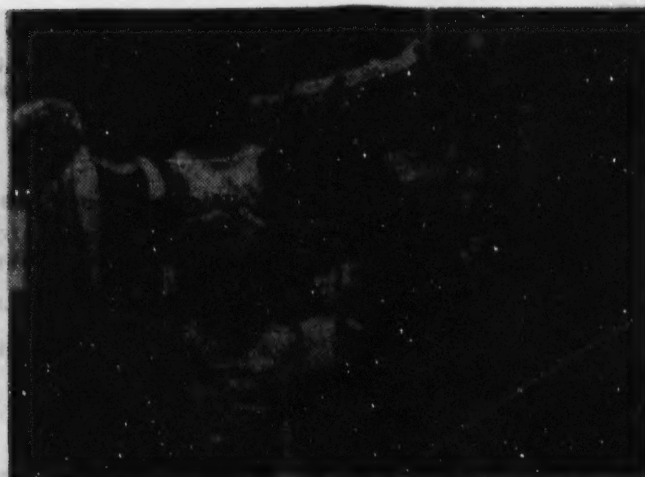
It's Costume Time of Year

At Salem Church Elementary School yesterday, studious children and diligent teachers disappeared and were replaced, as if by the wave of a magic wand, by costume figures from story books. The practice of donning masks at Halloween was combined with a promotion of reading. Historical figures and elves, witches, princes and others appeared. Third grader Ben Odom appears to be awed by the display as he sucks his thumb; his teacher, Mrs. Ruth Judd (top right) got into the act; Santina Harris (bottom left) became flag designer Betsey Ross, while Bruce Redmon metamorphosed into a... Awards in a Reading is Fundamental (RIF) program were also presented yesterday.



APPENDIX Q (Continued)

Publicity - CHESTERFIELD COUNTY NEWS JOURNAL



Displaying the puppets they have made are l. to r. Paula Eggleston, Frances Lee, Barry Blenberger, Shawn Walker and Tom Dolan.

Salem encourages reading

Salem Church Elementary School has instituted several programs to encourage students to read and share books. According to Sheila Lahey, vice principal, the supplementary reading programs have been a success.

Boys and girls in grades one through five are presently participating in the monthly book report contest directed by reading teacher Peggy Donaldson. Each month the children illustrate the books they have read by using a specified creative art form. January was puppet month. A variety of puppets were made by the children using cloth, socks, bottles, sticks, paper bags, and marionettes, all of which were on display at the school during February.

Salem Church also participates in Reading Is Fundamental (RIF), a national reading program in which children receive free books. Lahey indicated that it has been determined that book

ownership fosters an interest in reading. She said that the Salem Church PTA supplied funds for some of these books. Also, Mrs. Charles Robb obtained an L. B. Johnson Memorial Fund grant to purchase books for the boys and girls. Books are distributed twice each year. Monthly motivational event winners are awarded books.

Lahey said that because of the school's reading programs, she felt, the students not only are more interested in reading, but also are more competent in reading. Recent test scores seem to indicate this may be true.

Student art work illustrating books read in February will be on display in March. Original projects created with pipe cleaners and/or clay figures may be seen at the school.

F.H.

CNJ, Page 34

APPENDIX R

Movies can be used to help students recognize the subtle emotional reactions and motives of characters. The following is a partial list of films available from the Virginia State Department of Education Film Library:

Andy and the Lion, 10 Min. #42005
Five Chinese Broths, a min. #42405
Johnny Appleseed, 14 min. #19608
Loon's Necklace, 12 min. #31204
Louisa May Alcott, 18 min. #39108
Make Way For Ducklings, 11 min. #98504
Midnight Ride of Paul Revere, 11 min. #09905
Millions of Cats, 11 min. #18905
Oregon Trail, 25 min. #15412
Paul Revere's Ride, 10 min. #40005
Ugly Duckling, 9 min. #44404



COMMONWEALTH of VIRGINIA

Office of the Lieutenant Governor
Richmond 23219

Charles S. Robb
Lieutenant Governor

December 12, 1978

Ms. Sheila Lecky
Salem Church Road School
Chesterfield, Virginia 23234

Dear Ms. Lecky:

Enclosed herewith, please find correspondence regarding the upcoming Virginia Governor's conference on Library and Information Services.

If you are interested in participating in the March 29-31, 1979 conference, I would like to submit your name to the Delegate Selection Committee. Please call my office at 804/786-8383 to let me know if you are interested, and then send the attached form to Mrs. Eastman.

I look forward to hearing from you.

Sincerely,

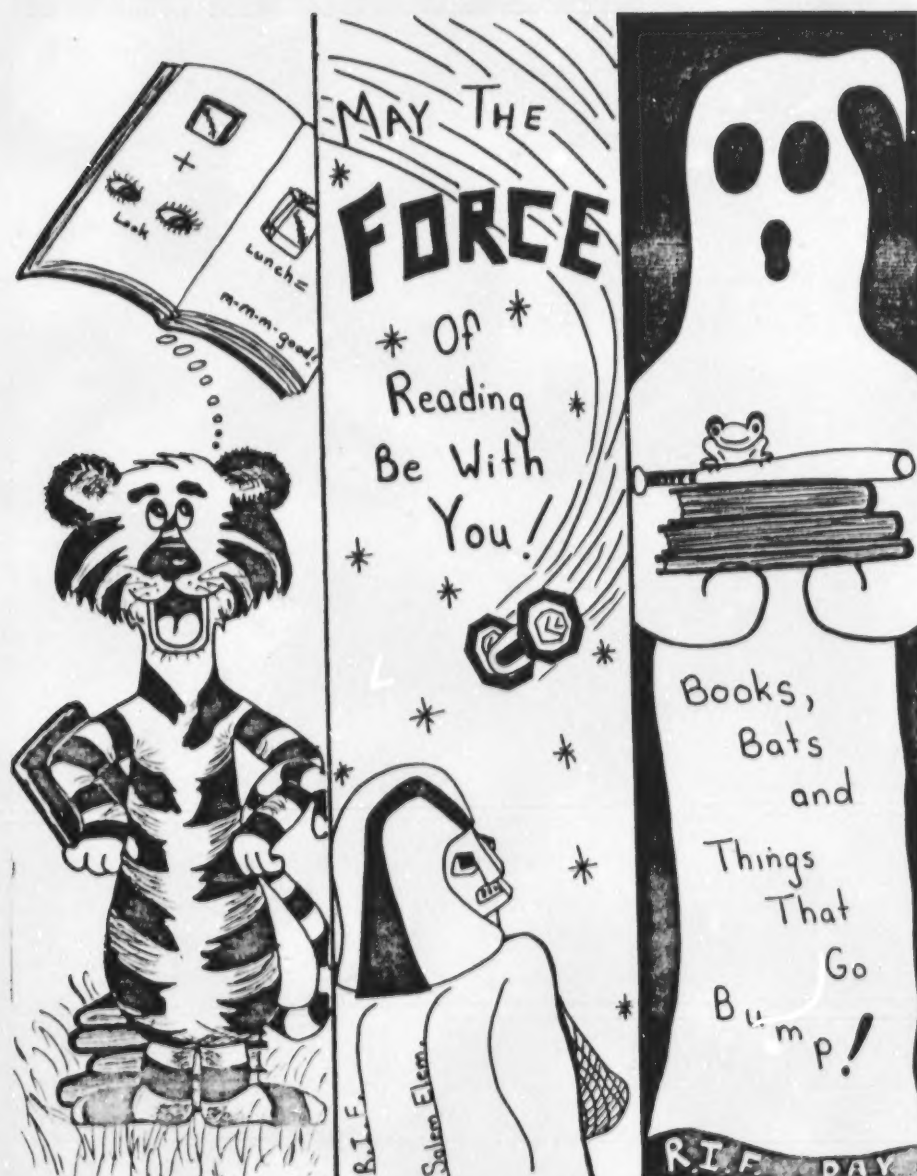
A handwritten signature in cursive script, appearing to read "Charles".

Charles S. Robb

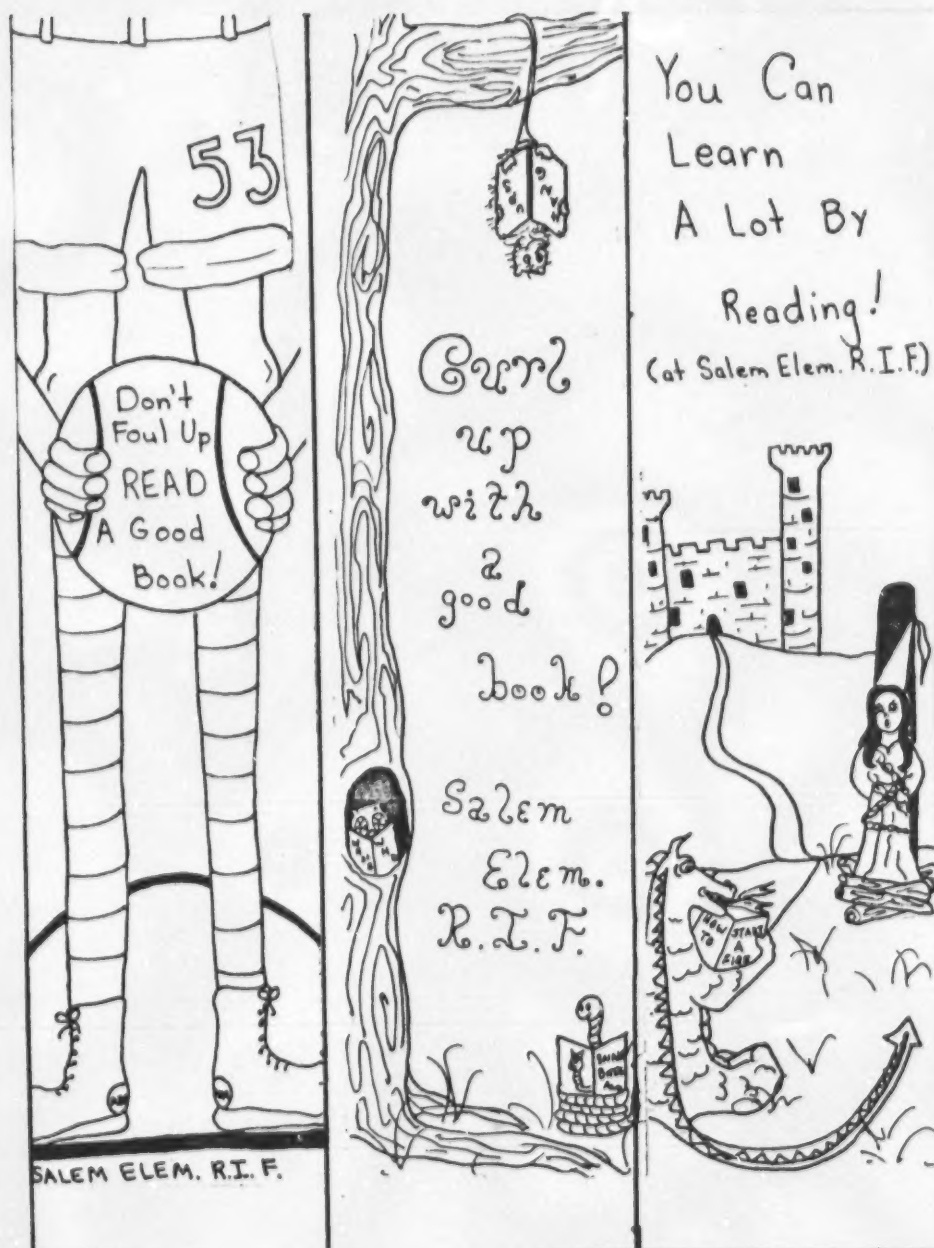
CSR:bp

enclosure

APPENDIX T
 SAMPLE BOOKMARKS
 (Reduced Size)



APPENDIX T (continued)



APPENDIX U

A SCALE OF READING ATTITUDE BASED ON BEHAVIOR

Name of Student _____ Grade _____ Date _____

Directions: Check the most appropriate of the five blanks by each item below. Only one blank by each item should be checked.

<u>BEHAVIOR</u>	<u>Always</u> <u>Occurs</u>	<u>Often</u> <u>Occurs</u>	<u>Occas.</u> <u>Occurs</u>	<u>Seldom</u> <u>Occurs</u>	<u>Never</u> <u>Occurs</u>
*1. The student exhibits a strong desire to come to the reading circle or to have reading instruction take place.	_____	_____	_____	_____	_____
*2. The student is enthusiastic and interested in participating in reading instruction in class.	_____	_____	_____	_____	_____
3. The student is enthusiastic about selecting a book to borrow to read.	_____	_____	_____	_____	_____
*4. When called upon to read in class, the student eagerly does so.	_____	_____	_____	_____	_____
5. When the student is asked to discuss the book he or she selected to read, he does so eagerly.	_____	_____	_____	_____	_____
6. He voluntarily describes something he has recently read about.	_____	_____	_____	_____	_____
*7. The student expresses a desire to be read to and listens attentively.	_____	_____	_____	_____	_____

APPENDIX U (continued)

	<u>Always Occurs</u>	<u>Often Occurs</u>	<u>Occas. Occurs</u>	<u>Seldom Occurs</u>	<u>Never Occurs</u>
*8. The student elects to read a book when the class has permission to choose a "free-time" activity.	_____	_____	_____	_____	_____
*9. The student expresses a genuine interest in going to the school library to get a book.	_____	_____	_____	_____	_____
10. The student expresses a genuine interest in going to the reading teacher to get a book.	_____	_____	_____	_____	_____
11. The student expresses a genuine interest in going to the classroom library to select a paperback book.	_____	_____	_____	_____	_____
12. The student expresses a genuine interest in working to merit a free paperback.	_____	_____	_____	_____	_____
*13. The student voluntarily and enthusiastically discusses with others the book he has read or is reading.	_____	_____	_____	_____	_____
*14. The student expresses eagerness to read printed materials in the content area.	_____	_____	_____	_____	_____
15. The student contributes voluntarily to the book or book illustration contest.	_____	_____	_____	_____	_____

*The items with an astrick were selected from a scale developed by C. Glennon Rowell, assistant professor at Florida State University. ²⁵

²⁵C. Glennon Rowell, "An Attitude Scale For Reading", The Reading Teacher, February 1972, pp. 442-447.